

DOCUMENT RESUME

ED 476 249

FL 801 585

AUTHOR Bailey, Elizabeth M.; Schaffer, Deborah L.
TITLE Neighbor to Neighbor: An English as a Second Language Curriculum for Volunteers.
INSTITUTION Arlington County Public Schools, VA. REEP, Arlington Education and Employment Program.
PUB DATE 1994-00-00
NOTE 461p.; Commissioned by the Arlington Cooperative Extension Service Bilingual Outreach Program with an Innovations in State and Local Government Award sponsored by the Ford Foundation and the John F. Kennedy School of Government at Harvard University.
AVAILABLE FROM Arlington Education and Employment Program, Vocational, Career & Adult Education, Arlington Public Schools, 2801 Clarendon Boulevard, Room 218, Arlington, VA 22201. Web site: http://www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/history.htm.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01/PC19 Plus Postage.
DESCRIPTORS Adult Education; *Curriculum Development; *English (Second Language); Second Language Instruction; Visual Aids; *Volunteers

ABSTRACT

This curriculum is divided into eight modules: personal identification (name, native country, family, address, and telephone number); time and calendar (time, daily routine, days, and months); weather and seasons; shopping (money and price of clothes); location and direction; health (body parts, problems, and emergencies); housing (rooms/furnishings and problems); and employment (job titles and work experience). Each module is divided into units with communication objectives the students are to achieve. Each module follows the same format: module page; unit cover page; unit lesson plan (presentation, practice, and expansion); and handouts. Each module has visuals which serve as graphic representations of the language being taught. Cue cards and handouts are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (SM)

NEIGHBOR TO NEIGHBOR

An English as a Second Language Curriculum for Volunteers



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Elizabeth M. Bailey
Deborah L. Schaffer

Commissioned by the Arlington Cooperative Extension Service
Bilingual Outreach Program

Arlington Education and Employment Program (REEP Program)
Vocational, Career & Adult Education
Arlington Public Schools
2801 Clarendon Boulevard, Room 218
Arlington, Virginia 22201

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Inaam Mansoor

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

NEIGHBOR TO NEIGHBOR

An English as a Second Language Curriculum for Volunteers



Elizabeth M. Bailey
Deborah L. Schaffer

Commissioned by the Arlington Cooperative Extension Service
Bilingual Outreach Program

Arlington Education and Employment Program (REEP Program)
Vocational, Career & Adult Education
Arlington Public Schools
2801 Clarendon Boulevard, Room 218
Arlington, Virginia 22201

The Arlington Cooperative Extension Service Bilingual Outreach Program funded this curriculum project with an Innovations in State and Local Government Award sponsored by the Ford Foundation and the John F.Kennedy School of Government at Harvard University.

Copyright ©1994, Arlington County Public Schools, Arlington, Virginia.

ACKNOWLEDGEMENTS

We would like to thank:

Inaam Mansoor, Director, Arlington Education and Employment Program, for envisioning the final product.

Danielle Ewen for making it beautiful.

The Arlington Cooperative Extension Service Bilingual Outreach Program staff--paid and volunteer--for their inspiration, input and patience.

Resources for visuals:

Basic Vocabulary Builder, National Textbook Co.

Practical Vocabulary Builder, National Textbook Co.

The Card Book, Alemany Press

Table of Contents

<i>Introduction.....</i>	<i>1</i>
 <i>Module 1 -- Personal Identification</i>	<i>8</i>
Unit 1: Name.....	9
Unit 2: Native Country.....	12
Unit 3: Family.....	15
Unit 4: Address.....	19
Unit 5: Telephone Number.....	22
 <i>Module 2 -- Time and Calendar.....</i>	<i>25</i>
Unit 1: Time.....	26
Unit 2: Daily Routine.....	29
Unit 3: Days.....	32
Unit 4: Months.....	36
 <i>Module 3 -- Weather and Seasons.....</i>	<i>40</i>
Unit 1: Talk about the Weather.....	41
Unit 2: Identify Seasons.....	44
 <i>Module 4 -- Shopping.....</i>	<i>47</i>
Unit 1: Money.....	48
Unit 2: Price of Clothes.....	52
 <i>Module 5 -- Location and Direction.....</i>	<i>56</i>
Unit 1: Location.....	57
Unit 2: Directions.....	62
 <i>Module 6 -- Health.....</i>	<i>66</i>
Unit 1: Parts of the Body.....	67
Unit 2: Problems.....	71
Unit 3: Emergencies.....	75
 <i>Module 7 -- Housing.....</i>	<i>80</i>
Unit 1: Rooms/Furnishings.....	81
Unit 2: Problems.....	85
 <i>Module 8 -- Employment.....</i>	<i>88</i>
Unit 1: Job Titles.....	89
Unit 2: Work Experience.....	92

USING THE CURRICULUM

The **Neighbor to Neighbor** curriculum was written to meet the needs of volunteers teaching beginning level English as a Second Language to adults. The goal of the program is to assist newcomers become integrated more quickly into the community in which they live. The curriculum is divided into eight modules:

1. Personal Identification
2. Time and Calendar
3. Weather
4. Shopping
5. Location and Direction
6. Health
7. Housing
8. Employment

Each module is divided into units - the communication objectives the students are to achieve. For example: **HEALTH 3. REQUEST ASSISTANCE IN AN EMERGENCY SITUATION.** The objective of the third unit in the Health module is that students will be able to make emergency phone calls.

Each module of the curriculum follows the same format:

1. **MODULE PAGE** - Identifies the objectives of the module
2. **UNIT COVER PAGE** - Presents the objectives, language examples, grammar, and materials needed to teach the unit
3. **UNIT LESSON PLAN** - Gives instructions for teaching the unit

Each lesson plan is divided into three parts:

PRESENTATION: How to introduce the new material

PRACTICE: How students will practice the language taught

EXPANSION: Additional activities

4. **HANDOUTS** - The written activities which go along with the lesson

Every **MODULE** has **visuals** which serve as a graphic representation of the language being taught.

To prepare for a class, look at the **UNIT COVER PAGE** to become familiar with the objective of the unit and to determine the visuals, handouts, and other materials needed to teach the lesson. Then familiarize yourself with the **UNIT LESSON PLAN**.

TEACHING A CLASS

Because of variations in class size, class make up, and the number and length of class sessions, it is not possible to determine how long it will take to complete a unit. In addition, some units contain more material than others and will require more class time. It is not expected that all students will be able to learn all the material taught in any unit. This is not a problem, however, since language skills are recycled throughout the curriculum.

Since this is an open entry program, you may see some different faces each time you teach. It is helpful to have students make **namecards**. Have students write their names on folded index cards or paper to put on their desks. In this way you will know your students' names, and they will also know each other's names.

Although your students will not be able to speak much English, it is important to let them know what the objective of the lesson is. It helps the students to know what to focus on and what they are expected to learn. This can be accomplished by simply saying, "Tonight we are going to talk about money." You can continue setting the scene for the class by talking a little more about how the topic is related to their lives. For example, "We use money to buy things."

PRESENTATION During the presentation portion of the lesson we introduce the new language and vocabulary to the students. This is usually done by using **visuals** and/or **realia** (actual items). Try to teach the vocabulary within a natural context. Rather than saying, "This is a foot," say "My foot hurts." At this time the students are listening first as the teacher repeats a phrase or sentences. After having heard the new language a few times, the students are then asked to repeat it.

The phrase **first chorally, then individually** appears frequently throughout the presentation section of the lesson. It is best for a student to first repeat something with the whole group before being asked to say it on his/her own. Students often need a chance to try things out in the anonymity of a group, without fear of others hearing mistakes. (There is safety in numbers!)

After each visual is introduced to the class, it is displayed in the front of the room. As you continue with the other visuals be sure to **review** and **check for comprehension**. Keep going back so that students remember what they have been taught for each visual.

PRACTICE While this may take up less space in the lesson plan than the presentation, it actually is the core of the lesson. Having students **use the language** taught is, of course, the aim of the lesson so most of the class time should be devoted to practice.

There is usually an activity which involves the students using the visuals. The teacher asks a question or makes a statement and the student with the corresponding visual brings it to the front of the room. This whole group activity is then followed by pair or small group work. The students practice a short dialogue or work with questions and answers using **cue cards** or referring to a handout.

The focus of much of the presentation and practice is speaking, not writing. This is because that is how most communication takes place on a day to day basis. At this point, speaking and listening are the main focus.

After the students have had an opportunity to practice with each other, there is often a handout which serves as a written comprehension check. You can see if the students have understood the lesson. The students can see for themselves if they understand as well. These handouts also give the students a printed page to take home and study. Since they have no text books, these handouts and their picture dictionaries are important for them.

EXPANSION This section of the lesson plan gives suggestions for additional activities and ideas for field trips. The activities can be done with the whole group or may be more appropriate for certain small groups of students. If some students need more practice with the basic lesson, other students can work on an expansion activity. Expansion activities often involve writing. Students with higher writing skills could do these while others continue working on their oral skills. You can work with one group of students while another works on their **picture dictionaries**.

Picture dictionaries provide the students a way to remember vocabulary learned in class and to expand on that vocabulary. Keep magazines and catalogues, scissors, and tape or glue available in the classroom. Students cut out pictures, attach them to paper, and label them. This is especially useful for topics like parts of the body, clothing, colors, family, and furniture.

Field trips offer valuable learning experiences for students. The outside-the-classroom activities suggested in the expansion section of the lesson plans are directly related to the topic of the lesson. These trips would let the students see what they have been studying and give them an opportunity to use the language in a real-life situation. Also, students who are hesitant to participate inside a classroom often open up when outside.

USING VISUALS

The visuals used with this curriculum are a link between words and the world -- the students "see" what they are learning about. Whenever possible, pictures from magazines or other sources and realia, actual items, should also be used.

INTRODUCING

1. Hold up visual. Identify what it is by saying, "This is a _____," or by using a simple sentence, "My foot hurts."

After you repeat this several times, the students repeat, first chorally (as a group), and then individually. Display the visual on the board when through.

REVIEWING

1. Point to visuals displayed on the board and ask a variety of questions:

Where is the _____? (Students point.)

Is this a _____?

Is this a _____ or a _____?

What is this?

2. Hand out the visuals to the class. Ask questions or make statements so that the student with a specific visual will bring it to the front of the class.

Who has a _____? (cold)

I need a _____. (shirt)

I'm going to the _____. (library)

3. Hand out visuals to the class. Ask students questions which they answer using the visuals they are holding.

T: How's the weather? S: It's hot. (Holds up visual.)

4. Write numbers on the board. Ask that visuals be placed under certain numbers.

Put _____ under 1.

The _____ is number 5.

5. Use word labels to identify written form of the visuals on the board. Have students match labels with visuals.

LINE DIALOGUES

This activity gives students the opportunity to practice short dialogues over and over again with different partners. It also encourages peer teaching.

1. Students form two lines facing each other.
2. Students in LINE A have **cue cards**. These cue cards are used to elicit responses from students in LINE B.
3. LINE A remains stationary, repeating the same questions while LINE B looks at cue cards, responds, and moves right. The last person moves to the beginning of the line. Continue until everyone in LINE B has responded to everyone in LINE A. All pairs are talking at the same time.
4. LINE A gives cue cards to whomever is opposite in line B. Repeat the procedure.

EXAMPLE: Health Problems

A₁ A₂ A₃ A₄

B₁ → B₂ → B₃ → B₄
↑ ← ← ↓

LINE A has cue cards of health problems.

A₁: (holding up **fever** card) How are you?

B₁: I'm sick. I have a **fever**. [Moves down the line to A₂]

A₂: (holding up **cold** card) How are you?

B₁: I'm sick. I have a **cold**. [Moves down the line to A₃]

The teacher can monitor by standing outside the lines or by participating in either one of the lines.

In the beginning this technique may seem a bit chaotic. However, as it becomes part of the class routine and the students get used to it, it will prove to be a very valuable practice activity.

PRONUNCIATION

Second language learners have pronunciation problems for a variety of reasons. The most common are:

- the sound does not exist in the first language
- the sound exists in a different position

The pronunciation of certain sounds or combinations of sounds can be very difficult for some students. Therefore, it is important not to spend too much time on pronunciation problems as it can really frustrate and inhibit students. As a general rule, do not be too concerned with a pronunciation problem unless it truly impedes communication.

MINIMAL PAIR DRILLS

First, students must be able to **hear** that there is a difference between two sounds. Next, they must be able to **identify** the two sounds. Finally, they **produce** the sounds.

Suppose you want to work on the sound of short i (like the 'i' in sit). You will contrast that sound with the sound it is most often confused with - in this case, long e (seat).

Write two columns of words on the board:

<u>1</u>	<u>2</u>
beat	bit
seat	sit
heat	hit

1. Say the words going down Column 1 several times.
2. Say the words going down Column 2 several times.
3. Say the words going across (beat, bit).

NOTE: Watch your intonation. The tendency is to raise your voice after the first word and lower it after the second. This may confuse the students into thinking that the rising and falling intonation is the distinguishing characteristic of the two sounds. Monitor your voice and make sure both words are said with falling intonation.

HEARING

4. Say two words and ask students if they are the same or different. You can have students raise one finger for same and two fingers for different.

T: beat, bit S: (Two fingers)

T: bit, bit S: (One finger)

DISTINGUISHING

5. Say a word and have students identify which column it comes from. This can also be done by holding up fingers.

T: hit

S: (Two fingers for Column 2)

You can also say two or three words and have students identify the columns.

T: hit, hit

S: 2, 2

T: hit, heat, hit

S: 2, 1, 2

PRODUCTION

6. Say each word in Column 1 and have students repeat.

7. Say each word in Column 2 and have students repeat.

8. Say the words going across the columns and have students repeat. (At this point, students should be repeating chorally and individually.)

9. Say a word from Column 1 and ask students to give you the corresponding word from Column 2. Randomly choose words from each column. The students should always give you the "opposite" word.

10. A student says a word from one column. Another student gives the corresponding word from the other column.

CONTENTS

PERSONAL IDENTIFICATION

1

TIME AND CALENDAR

2

WEATHER AND SEASONS

3

SHOPPING

4

LOCATION AND DIRECTION

5

HEALTH

6

HOUSING

7

EMPLOYMENT

8



MODULE 1

PERSONAL IDENTIFICATION

OBJECTIVES:

**UNIT 1: GIVE
INFORMATION
ABOUT SELF:
NAME**

**UNIT 2: GIVE
INFORMATION
ABOUT SELF:
NATIVE COUNTRY**

**UNIT 3: GIVE
INFORMATION
ABOUT SELF:
FAMILY**

**UNIT 4: GIVE
INFORMATION
ABOUT SELF:
ADDRESS**

**UNIT 5: GIVE
INFORMATION
ABOUT SELF:
TELEPHONE
NUMBER**

PERSONAL IDENTIFICATION UNIT 1: NAME

OBJECTIVE

• *Give information about self: name.*

LANGUAGE EXAMPLES

GRAMMAR

My name is _____.

Possessive adjectives: my, your, his,
her

What's your name?

Question Words: what

MATERIALS:

VISUALS:

man with name tag
woman with name tag

* Bring in name tags

HANDOUTS:

ID 1.1

PERSONAL IDENTIFICATION -- NAME

PRESENTATION

- As students come into the room, ask them to write their names on a name tag and put it on. You should also have a name tag.
- Hold up the visuals of the man and the woman face to face. Have one ask, "What's your name? The other responds, "My name is _____."
- Say "Hi. My name is _____." Point to your name tag and say, "My name is _____." Repeat several times.
- Ask a student, "What's your name?" If the student has trouble answering, point to his/her name tag and repeat the question. Continue with other students.
- Say, "What's your name?" Have students repeat, first chorally, then individually.
- Write the question and answer on the board for students to copy.

Note: Short responses are appropriate.

BEST COPY AVAILABLE

PRACTICE

- Have students go around the room saying, "My name is _____. What's your name?" One student asks another student. That student responds and asks a third, and so on.
- Give students **Handout ID 1.1**. Have students work individually. Circulate and check answers.

EXPANSION

- Add "Nice to meet you," and "Nice to meet you, too," to the dialogue.
- Have students ask and answer the questions about each other: "What's **her** name? **Her** name is Ana."

BEST COPY AVAILABLE

1. NAME _____

2. _____
Last Name First Name

3. NAME _____
LAST FIRST

4. _____
FIRST NAME LAST NAME

5. Name _____
First Last

6. _____
LAST NAME FIRST NAME

PERSONAL IDENTIFICATION UNIT 2: COUNTRY

OBJECTIVE

- *Give information about self: native country.*

LANGUAGE EXAMPLES

Where are you from?
I'm from _____.

GRAMMAR

Question words: where
BE contractions

MATERIALS:

VISUALS:

world map
man
woman

* Bring in globe or world
map, if possible

HANDOUTS:

ID 2.1, ID 2.2

BEST COPY AVAILABLE

PERSONAL IDENTIFICATION -- COUNTRY

PRESENTATION

- Hold up the visuals of the man and the woman face to face and have one ask "Where are you from?" The other responds, "I'm from El Salvador."
- Using a world map or the visual of the world map, point out continents and countries. Display in the front of the room.
- Point to the United States and say, "I'm from the United States." (If the U.S. is not your country of origin, then point to your country of origin.) Repeat several times.
- Say again, "I'm from the United States. Are you from the United States?" Have students respond. Then ask, "Where are you from?" Have each student respond.
- Write the question and answer on the board for students to copy.

PRACTICE

- Have students go around the room saying, "I'm from _____. Where are you from?" One student asks another student. The second student responds and asks a third, and so on.

BEST COPY AVAILABLE

- Give students **Handout ID 2.1**. Have students circulate and fill in the grid by asking, "*What's your name?*" and "*Where are you from?*"
- Give students **Handout ID 2.2**. Have students work individually. Circulate and check their answers.

EXPANSION

- Have students write sentences about who they are and where they are from. For example, "My name is Carmen. I'm from Chile."
- Teach the different words for nationalities. For example, "I'm from Mexico. I'm Mexican."
- Have students identify their native countries on the map.
- Elicit from students what they would say the first time they meet somebody. The dialogue should look something like this:

A: *Hi. My name is _____ . What's your name?*

B: *My name's _____. Nice to meet you.*

A: *Nice to meet you, too. Where are you from?*

B: *I'm from _____. Where are you from?*

A: *I'm from _____.*

PERSONAL IDENTIFICATION UNIT 3: FAMILY

OBJECTIVE

• *Give information about the family.*

LANGUAGE EXAMPLES

GRAMMAR

Who is he?
This is **my** wife.

Question words: who
Possessive adjectives: my, your, his, her

MATERIALS:

VISUALS (Family members):

family	baby
mother	grandmother
father	grandfather
son	family tree
daughter	

LABELS:

father	brother
mother	sister
husband	grandmother
wife	grandfather
son	grandson
daughter	granddaughter

HANDOUTS:

ID 3.1, ID 3.2, ID 3.3

Ask your classmates questions.

NAME	WHERE ARE YOU FROM?

8

Name _____
First Last

1. Country _____

2. Native Country _____

3. NAME _____
Last First

COUNTRY _____

4. NAME _____
First Last

NATIVE COUNTRY _____

PERSONAL IDENTIFICATION -- FAMILY

PRESENTATION

- Hold up the visual of the family. Say, "This is a family." There is a father, a mother, and three children. Display the visual in the front of the room.
- Point to the father and say, "father". Repeat several times. Then have students repeat, "father".
- Hold up the visual of the father and say, "He is the father." Repeat several times. Ask, "Who is he?" and have students respond "He is the father," first chorally, then individually.
- Display the visual in the front of the room and continue with other family members. Review at random, asking "Who is he/she?"
- Hold up the label that says father. Say, "Father." Have students repeat, first chorally, then individually. Place the label with the corresponding visual.
- Hold up visual of the family tree. Point out family members and have students repeat. Identify one member of the family tree as yourself. Identify your relationship to the people on the family tree and their relationship to you. For example, say, "This is my father. He is my father. I am his son/daughter." Continue for the rest of the family tree.

BEST COPY AVAILABLE

- Give students **Handout ID 3.1**. Ask students to identify family members. Write the answers on the board and have students copy.

PRACTICE

- Give visuals of family members to students. Ask for the father. The student with the visual of the father should come to the front of the room. Continue with all the visuals.
- Give labels to students. Have students match the labels with the visuals.
- Have students draw their own family trees, including names. Have them show their trees with their classmates and identify the members of their family. For example, "This is my mother. Her name is Rosa."
- Have students form small groups. Give each group a set of family labels (MOTHER, FATHER, etc.) Have students distribute labels among themselves. Then, have students introduce themselves and members of their family to members of other groups. They should follow this dialogue:

A: Jose, this is my sister, Ann.
(name) (relationship) (name)

B: Nice to meet you.

A: Nice to meet you, too.

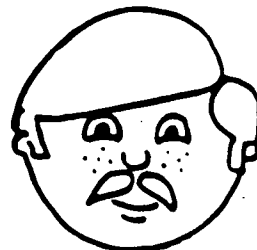
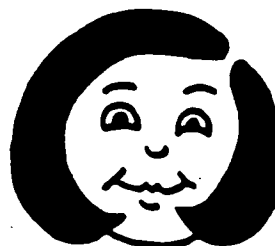
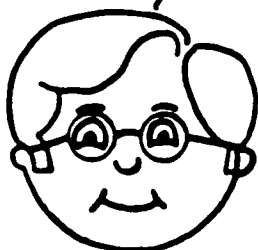
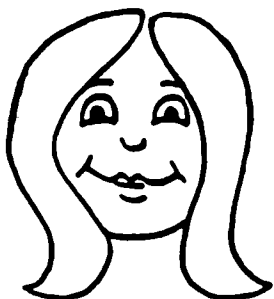
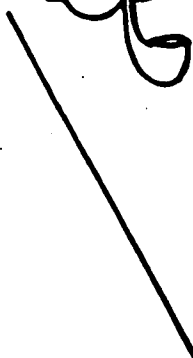
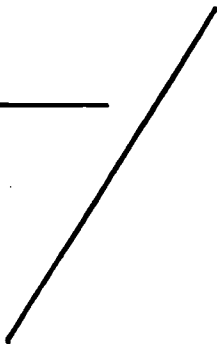
- Give students **Handout ID 3.2**. Have students circulate and fill in the grid by asking, "*Are you married? Do you have children? How many sisters and brothers do you have?*"
- Give students **Handout ID 3.3**. Have students work individually. Circulate and check their answers.

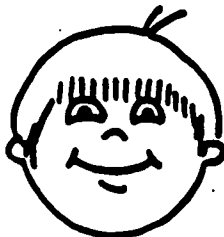
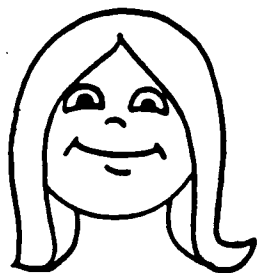
EXPANSION

- Bring in photographs of your family and show them to the students. Ask students to bring in photographs of their families to share with their classmates.
- Teach the words for members of the extended family: aunt, uncle, cousin, niece, nephew, etc.
- Have students work on picture dictionaries. Bring in magazines so that students can cut out pictures and label them as mother, father, etc.

BEST COPY AVAILABLE









[illegible]

NAME _____
FIRST LAST

COUNTRY _____

NAME _____
Last First

Single / Married /

NAME OF HUSBAND/WIFE _____
Last First

NAMES OF CHILDREN

	Last	First

PERSONAL IDENTIFICATION UNIT 4: ADDRESS

OBJECTIVE

- *Give information about self: address.*

LANGUAGE EXAMPLES

GRAMMAR

What's your address?
My name is
_____.

Question words: what
Possessive adjectives: my

MATERIALS:

VISUALS:

building
man
woman

LABELS:

number
city
street
apt. #
state
zip code

HANDOUTS:

ID 4.1

PERSONAL IDENTIFICATION -- ADDRESS

PRESENTATION

- Hold up the visuals of the man and the woman. Have one ask the other, "What's your address?" The other responds, "My address is 123 North Glebe Road."
- Hold up visual of building, point to the street sign and say, "This is my street. I live on Columbia Pike."
- Point to the building and say, "This is my building. It's number 5550. I live in this building in apartment number 121."
- Say, "My address is 5550 Columbia Pike apartment 121." Repeat several times. Write the sentence on the board and point to the different parts of the address: number, street, and apartment number. Put the corresponding address word label under each part.
- Say, "My address is 5550 Columbia Pike apartment 121. What's your address?" Help students recite their addresses. Make sure they use North or South when it is part of the street name.
- Once students can give their street address, add city, state, and zip code.
- Say, "What's your address?" Have students repeat, first chorally, then individually. Write it on the board for students to copy.

BEST COPY AVAILABLE

PRACTICE

- Have students practice asking and answering the question "What's your address?" in pairs or small groups.
- Have students dictate their addresses in pairs or small groups.
- Give students **Handout ID 4.1**. Have students work individually. Circulate and check answers.

EXPANSION

- Teach the abbreviations for street, road, drive, etc.
- Draw a rectangle on the board and demonstrate the correct way to address an envelope. Have students do the same on a sheet of paper.

BEST COPY AVAILABLE

PERSONAL IDENTIFICATION UNIT 5: TELEPHONE NUMBERS

OBJECTIVE

• *Give information about self: telephone numbers.*

LANGUAGE EXAMPLES

GRAMMAR

What's your telephone number?
My telephone number is _____.

Question words: what

Possessive adjectives: my, your, his, her

MATERIALS:

VISUALS:

telephone
man
woman

LABELS:

name
male
single
female
telephone
native country
married
address

HANDOUTS:

ID 5.1

Name _____

Country _____

1. Street _____

City _____

State _____

Zip Code _____

2. _____
Number Street Apt. #

3. _____
City State Zip Code

4. ADDRESS _____
Number Street Apt. #

City State Zip Code

5. Name _____ Country _____
Last First

Address _____
Number Street Apt. #

City State Zip Code

PERSONAL IDENTIFICATION -- TELEPHONE NUMBER

PRESENTATION

- Hold up the visuals of the man and the woman. Have one ask the other, "What's your telephone number?" The other responds, "My telephone number is 703-987-6543."
- Review the numbers from 0 to 9.
- Hold up the visual of a telephone and say, "My telephone number is (give any number and tell them it's an example, not your real number -- unless you want the students to have your number.) Repeat the telephone number several times.
- Point out to the students how we usually recite each number in a telephone number individually. Say the area code, the first three numbers, the two numbers, and the last two numbers.
- Ask individual students, "What's your telephone number?" Have them respond with their numbers or by saying, "I don't have a telephone."
- Model, "What's your telephone number?" and have students repeat, first chorally, then individually.
- Write the question and answer on the board for students to copy.

BEST COPY AVAILABLE

PRACTICE

- Have students ask and answer each other about their telephone numbers.
- Have students dictate their phone numbers to the class.
- Give students **Handout ID 5.1**. Display the word labels in the front of the room and have students locate the words on the handout. Check for comprehension. Have students complete the form individually. Circulate and check their answers.

BEST COPY AVAILABLE

NAME _____
Last First

ADDRESS _____
Number Street Apt. #

City State Zip Code

TELEPHONE () _____

NATIVE COUNTRY _____

/ / MALE / / FEMALE / / SINGLE / / MARRIED

NAME OF HUSBAND/WIFE _____
Last First

NAMES OF CHILDREN M/F

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2

MODULE 2

TIME and CALENDAR

OBJECTIVES:

UNIT 1: TELL TIME

***UNIT 2: TALK ABOUT
DAILY ROUTINE***

***UNIT 3: IDENTIFY THE
DAYS OF THE
WEEK***

***UNIT 4: IDENTIFY THE
MONTHS OF THE
YEAR***

BEST COPY AVAILABLE

TIME and CALENDAR UNIT 1: TELL TIME

OBJECTIVE

• *Tell time.*

LANGUAGE EXAMPLES

GRAMMAR

What time is it?
It's 1:00.

Question words: what
BE contractions

MATERIALS:

Bring in or make a clock with moveable hands. Have students make clocks for themselves using paper plates, cut-out hour and minute hands, paper fasteners and markers.

HANDOUTS:

T/C 1.1, T/C 1.2

BEST COPY AVAILABLE

TIME AND CALENDAR -- TIME

PRESENTATION

- Set the clock to 1:00. Say, "It's 1:00." Have students repeat, first chorally, then individually. Continue telling time on the hour to 12:00.
- Set the clock to 1:00. Have students count with you to 15 as you move the minute hand to the 3. Say, "It's 1:15 (one fifteen)." Have students repeat, first chorally, then individually.
- Have students count with you to 30 as you move the minute hand to the 6. Say, "It's 1:30 (one thirty)." Have students repeat, first chorally, then individually.
- Have students count with you to 45 as you move the minute hand to the 9. Say, "It's 1:45 (one forty-five)." Have students repeat, first chorally, then individually.
- Have students count with you to 60 as you move the minute hand to the 12 and the hour hand to the 2. Say, "It's 2:00." Have students repeat, first chorally, then individually.
- Have students make their own clocks. Distribute the materials and show them how to make paper plate clocks.
- Set your clock and say what time it is. Have students set their clocks and repeat the time. Repeat this procedure using only hour (o'clock), quarter-hour (fifteen), and half-hour (thirty).
- Ask, "What time is it?" Have students repeat, first chorally, then individually.

BEST COPY AVAILABLE

- Set the clock and ask, "What time is it?" Respond, "It's ____." Ask students the question and have them respond appropriately.
- Write the question and answer on the board for students to copy.

PRACTICE

- Have students work in pairs asking questions about time. One student of each pair should set his/her clock out of sight of his/her partner. The partner asks, "What time is it?" and sets his/her clock according to the response given. The partners then compare clocks to see if they agree.
- Give students **Handout T/C 1.1**. Have students complete and compare answers.
- Give students **Handout T/C 1.2**. Read the time and have students put an X on the appropriate clock.

EXPANSION

- Have students tell time using phrases such as a quarter after and a quarter to.

BEST COPY AVAILABLE

TIME and CALENDAR UNIT 2: DAILY ROUTINE

OBJECTIVE

- *Talk about daily routine.*

LANGUAGE EXAMPLES

GRAMMAR

What time do you _____?
I get up at 6:00.

Question words: what
Simple present

MATERIALS:

VISUALS (Daily activities):

get up	have lunch	study English
have breakfast	go home	watch TV
go to work	have dinner	go to bed
get the bus		

CUE CARDS

HANDOUTS:

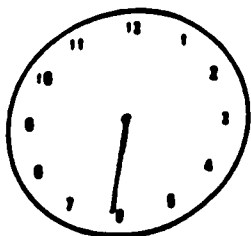
T/C 2.1, T/C 2.2

TIME AND CALENDAR -- DAILY ROUTINE

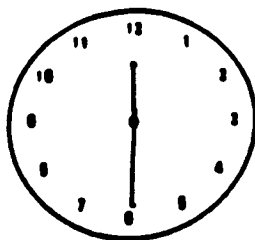
PRESENTATION

- Hold up the visual of hand turning off the alarm clock. Point to the clock and say, "I get up at 6:00." Repeat several times. Have students repeat.
- Ask, "What time do you get up?" Have students respond, "I get up at 6:00," first chorally, then individually. Display the visual in the front of the classroom.
- Hold up the visual of the person having breakfast. Point to the clock and say, "I have breakfast at 6:30." Repeat several times and have students repeat.
- Ask, "What time do you have breakfast." Have students respond, "I have breakfast at 6:30," first chorally, then individually. Display the visual in the front of the classroom.
- Review what you have done so far by pointing to the visuals and saying, "I get up at 6:00. I have breakfast at 6:30."
- Continue introducing visuals as above, reviewing after each one.
- Point to a visual. Have students ask you the question. For example, point to the first visual and have students ask, "What time do you get up?" Answer for **your** daily routine. Continue with other questions about **your** daily routine.
- Give students **Handout T/C 2.1**. Write questions and answers on board for students to copy.

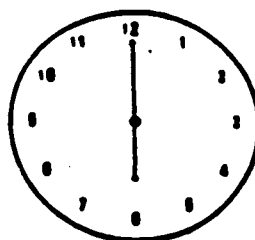
What time is it?



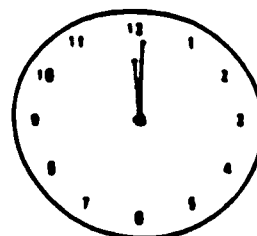
A. 6:30



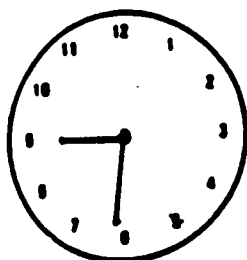
B. _____



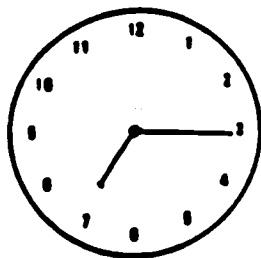
C. _____



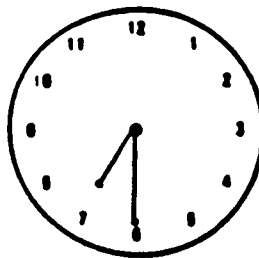
D. _____



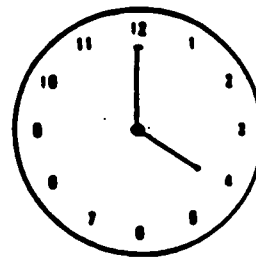
E. _____



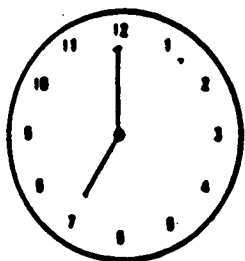
F. _____



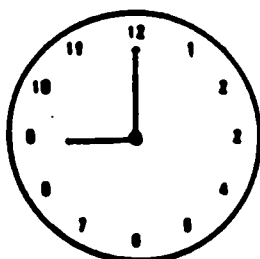
G. _____



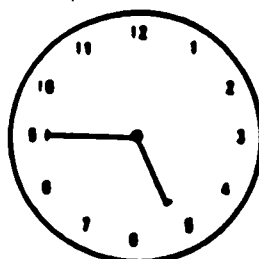
H. _____



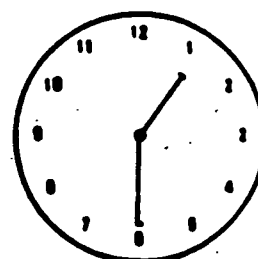
I. _____



J. _____



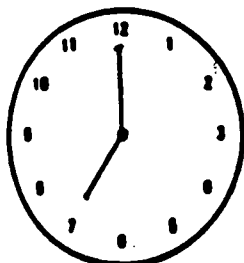
K. _____



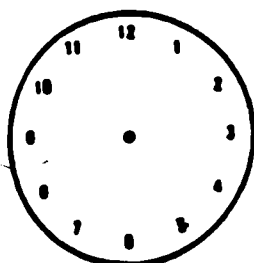
L. _____

Set the clock.

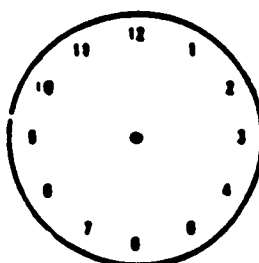
7:00



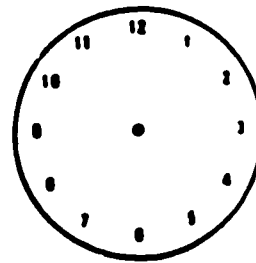
8:00



10:00



1:00

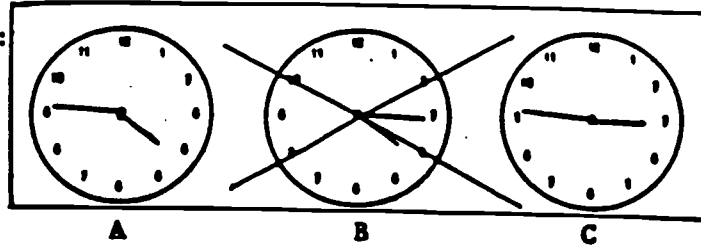


What time is it?

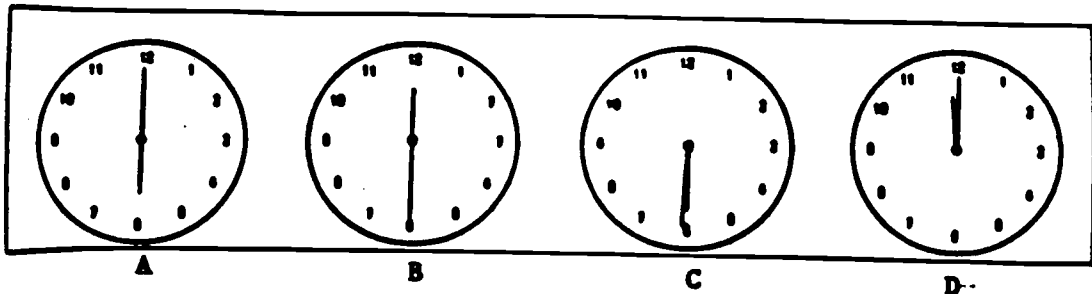
Put an X on the clock with the correct time:

Example: Teacher: "It's four fifteen."

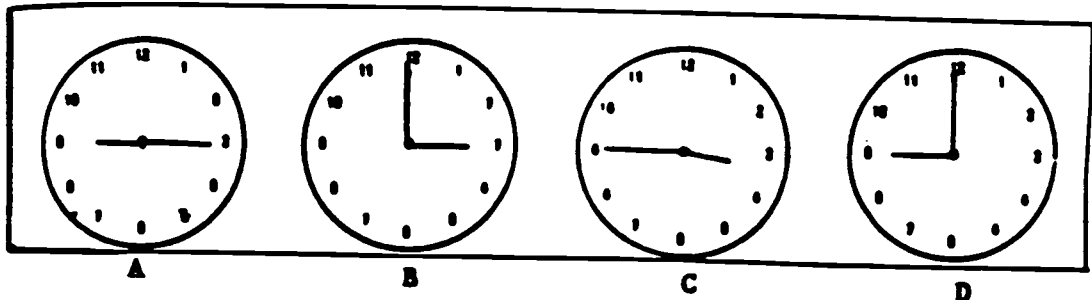
Student:



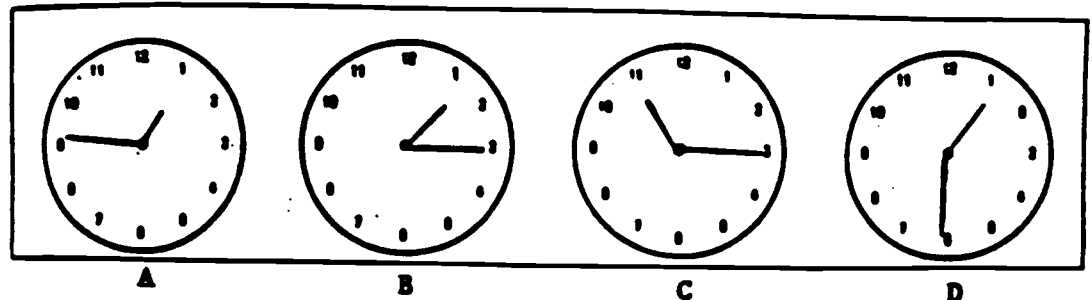
1.



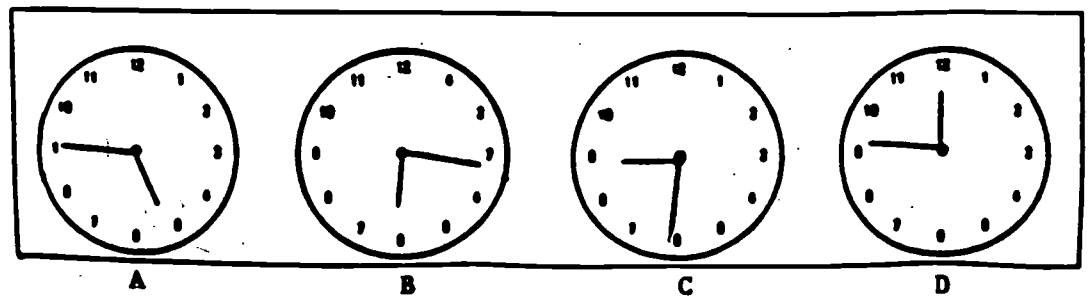
2.



3.



4.



PRACTICE

- Hand visuals to students. Ask, "What time do you get up?" The student with the appropriate visual should give an answer and display the visual in the front of the room. Continue with all the visuals.
- Hand out cue cards. Have students work in pairs asking and answering questions about their daily routines.
- Give students **Handout T/C 2.2**. Have students circulate and fill in the grid by asking questions about daily routine.

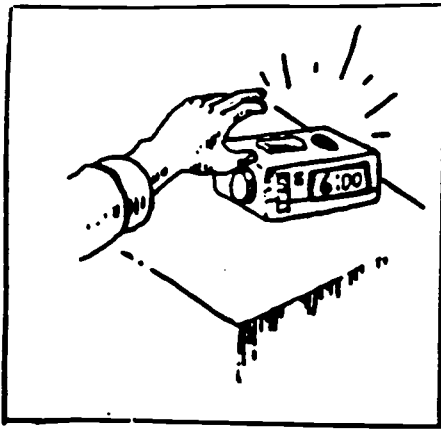
EXPANSION

- Have students write about their daily routine.
- With the same visuals, ask questions about **he** and **she**.
- Using the same visuals, introduce the **present continuous**. Talk about what is happening now. For example, "It's 6:00. **I'm getting up**. It's 6:30. **I'm having breakfast**."

BEST COPY AVAILABLE

Write the questions and answers.

Name _____



1. What time do you get up?

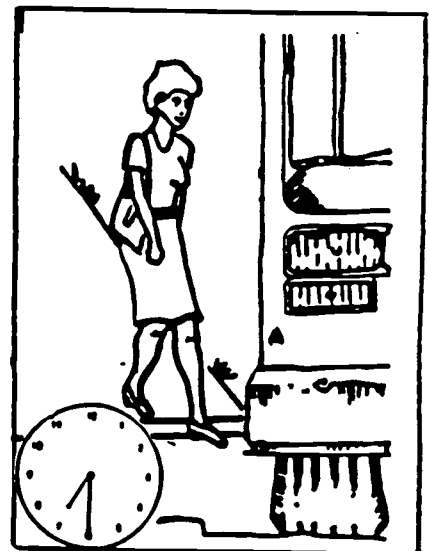
I get up at 6:00.



2. _____



3. _____ ?



4. _____



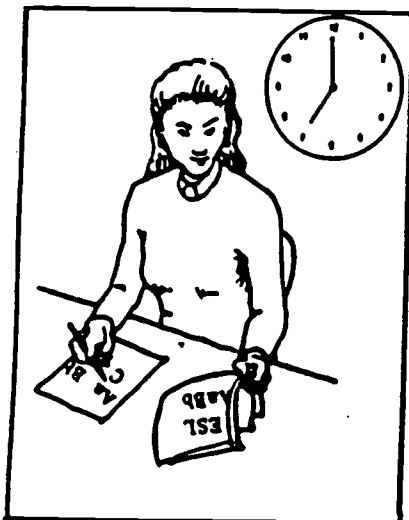
5. _____ ?



6. _____ ?



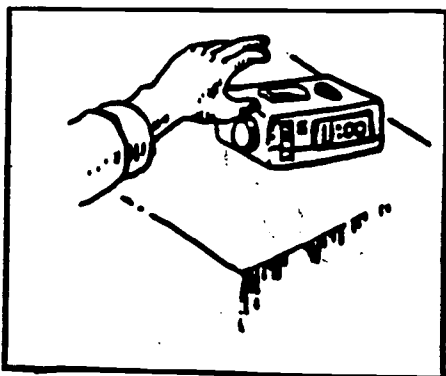
7. _____



8. _____ ?



9. _____ ?



10. _____ ?

What time do you _____ ?

Name	get up?	go to work?	eat lunch?	go home?	watch T.V.?	go to bed?

TIME and CALENDAR UNIT 3: DAYS

OBJECTIVE

- *Identify the days of the week.*

LANGUAGE EXAMPLES

GRAMMAR

It's Monday.

BE contractions

MATERIALS:

VISUALS (Days of the Week):

week	Wednesday	SUN.	THU.
Sunday	Thursday	MON.	FRI.
Monday	Friday	TUE.	SAT.
Tuesday	Saturday	WED.	

CUE CARDS

HANDOUTS:

T/C 3.1, T/C 3.2, T/C 3.3

TIME and CALENDAR -- DAYS

PRESENTATION

- Hold up the visual of the week. Point to the day your class meets and say, "Today is (day). We have English class on (day)." Repeat, "It's (day)," several times. Have students repeat. Display the visual in the front of the room.
- Point to the visual of the week. Say, "There are seven days in a week. The first day is Sunday." Repeat, "Sunday" and have students repeat.

NOTE: At this time you might want to copy the visual of the week onto the board to make it easier for students to see the names of the days of the week.
- Point to Monday and say, "The next day is Monday." Repeat, "Monday" and have students repeat. Continue with the other days of the week.
- Review the days in order, starting with Sunday. Point to Sunday and say, "Sunday." Have students repeat, first chorally, then individually.
- Say, "What day is it?" Have students repeat the question, first chorally, then individually. Write the question on the board for students to copy.
- Give students **Handout T/C 3.1**. Have students copy the names of the days of the week on the first line under each day.
- Hold up the visual of Sunday. Ask, "What day is it?" Have students respond, "It's Sunday," first chorally, then individually. Display the visual in the front of the room.

- Continue with the rest of the days, reviewing first in order and then at random.
- Hold up the visual of SUN. and say, "It's Sunday. This is the short form of Sunday. S-U-N is the short form of Sunday." Point to the visual of Sunday and say "Sunday." Hold up SUN. and say, "Sunday."
- Continue with the other days, reviewing first in order and then at random.
- Have students write the short form of each day of the week on the second line of **Handout T/C 3.1**.

PRACTICE

- Give students visuals of the days of the week, long form. Call out days of the week and have the student with the appropriate day come to the front of the room.
- Repeat as above with the short forms of the days of the week. Have the students match the short form with the long form.
- Give students **Handout T/C 3.2**. Have students complete individually and compare answers.
- Give students **Handout T/C 3.3**. Have students complete individually and compare answers.
- Hand out cue cards and have students practice asking and answering the question, "What day is it?" in pairs and/or groups.

BEST COPY AVAILABLE

EXPANSION

- Have students talk about their weekly schedules. Ask which days they go to school, go to work, shop for food, wash their clothes, etc.
- Teach **yesterday** and **tomorrow**. For example: "*Today* is Monday. *Yesterday* was Sunday. *Tomorrow* is Tuesday." This is a good way to practice the days of the week. Say, "It's Wednesday. What day was yesterday? What day is tomorrow?" You can also hold up the visuals and have the students tell you which days come before and after.

BEST COPY AVAILABLE

[illegible]

Sun.

NAME _____

Draw a line to the same day - from the long form to the short form.

SUNDAY

WED.

MONDAY

FRI.

TUESDAY

SUN.

WEDNESDAY

SAT.

THURSDAY

MON.

FRIDAY

TUE.

SATURDAY

THU.

NAME _____

Write the long form of the days of the week.

Example: **Sat.** Saturday

1. **Sun.** _____

2. **Mon.** _____

3. **Tue.** _____

4. **Wed.** _____

5. **Thu.** _____

6. **Fri.** _____

7. **Sat.** _____

TIME and CALENDAR UNIT 4: MONTHS

OBJECTIVE

- *Identify the months of the year.*

LANGUAGE EXAMPLES

It's January.

GRAMMAR

BE contractions

MATERIALS:

VISUALS (Months of the year):

month	June	Jan.	Nov.
1994 calendar	July	Feb.	Dec.
January	August	Mar.	
February	September	Apr.	
March	October	Aug.	
April	November	Sept.	
May	December	Oct.	

* Bring in a calendar, if possible.

CUE CARDS

HANDOUTS:

T/C 4.1, T/C 4.2, T/C 4.3

TIME and CALENDAR -- MONTHS

PRESENTATION

- Hold up the visual of the month. Say, "This is a month." Point to the weeks and have students count the weeks with you.
- Hold up the visual of the 1994 calendar or a real calendar. Say, "This is a year." Say, "There are twelve months in a year." Have the students count twelve months with you. **Do not say the names at this time.**
- Display the calendar in the front of the room. Point to January and say, "The first month is January." Repeat, "January." Have students repeat. Continue this procedure for the rest of the months.
- Give students **Handout T/C 4.1**. Point to the first month. Say, "It's January," as you write the word on the board for students to copy.
- After students have completed their calendars, review the months. Say, "What month is it? It's January." Repeat, "What month is it?" Have students repeat the question, first chorally, then individually.
- Have students ask, "What month is it?" Point to January and say, "It's January." Have students repeat, first chorally, then individually. Continue for all the months of the year, reviewing at random.

BEST COPY AVAILABLE

- Hold up the visual of January. Ask, "What month is it?" Have students respond, "It's January," first chorally, then individually. Display the visual in the front of the room.
- Continue with the rest of the months, reviewing first in order and then at random.
- Hold up the visual of Jan. and say, "It's January. This is the short form of January. J-A-N is the short form of January."
- Continue with the rest of the months, reviewing first in order and then at random.

PRACTICE

- Give students visuals of the months, long form. Call out months and have the student with the appropriate month come to the front of the room.
- Repeat as above with the short forms of the months. Have the students match the short form with the long form.
- Give students **Handout T/C 4.2**. Have students complete individually and compare answers.
- Give students **Handout T/C 4.3**. Have students complete individually and compare answers.
- Hand out cue cards and have students practice asking and answering the question, "What month is it?" in pairs and/or groups.

EXPANSION

- Have students write their birthdates and the birthdates of members of their families.
- Have students ask each other, "When is your birthday?" and compile a class list of birthdays.
- Have all the students come to the front of the room and arrange themselves in the order of the months they were born in - from January to December.
- Have students practice writing dates as numbers (7/4/94). Point out that in the United States we put the month before the day.

BEST COPY AVAILABLE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Draw a line to the same month - from the long form to the short form.

JANUARY

MAR.

FEBRUARY

JAN.

MARCH

AUG.

APRIL

FEB.

MAY

SEPT.

JUNE

DEC.

JULY

OCT.

AUGUST

JUNE

SEPTEMBER

MAY

OCTOBER

NOV.

NOVEMBER

APR.

DECEMBER

JULY

NAME _____

Write the long forms of the months.

Example: **Dec.** December

1. **Jan.** _____
2. **Feb.** _____
3. **Mar.** _____
4. **Apr.** _____
5. **May** _____
6. **June** _____
7. **July** _____
8. **Aug.** _____
9. **Sept.** _____
10. **Oct.** _____
11. **Nov.** _____
12. **Dec.** _____

3

MODULE 3 WEATHER

OBJECTIVES:

***UNIT 1: TALK ABOUT THE
WEATHER***

***UNIT 2: IDENTIFY
SEASONS***

BEST COPY AVAILABLE

WEATHER UNIT 1: WEATHER

OBJECTIVE

• *Talk about the weather.*

LANGUAGE EXAMPLES

GRAMMAR

How's the weather?
It's sunny.

Question words: How
BE contractions

MATERIALS:

VISUALS (Weather Conditions):

sunny	cloudy
snowy	hot
rainy	cold
windy	

CUE CARDS

HANDOUTS:

WE 1.1

WEATHER -- WEATHER

PRESENTATION

- Hold up the visual of the sun. Say, "This is the sun. When the sun is in the sky, it's sunny." Repeat, "It's sunny." several times. Have students repeat, "It's sunny." several times.
- Ask, "How's the weather?" Have students respond, "It's sunny." several times.
- Ask, "How's the weather?" Have students respond, "It's sunny," first chorally, then individually. Display the visual in the front of the classroom.
- Continue with other visuals.
- Say, "How's the weather?" Have students repeat the question, first chorally, then individually.
- Write the questions and answers on the board for students to copy.

PRACTICE

- Hand out cue cards. Have students practice asking and answering, "How's the weather?" in pairs or small groups.
- Give students **Handout WE 1.1**. Have students complete individually and compare answers.

EXPANSION

- Have students talk about the weather in their native countries.
- Change the dialogue by combining visuals:

A: How's the weather?

B: It's *sunny and hot*.
It's *cloudy and cold*.
It's *rainy and cold*.
It's *snowy and windy*.

How's the weather?

Handout WE 1
Weather: Weath



1. It's windy.



2. _____



3. _____



4. _____



5. _____



7. _____



8. _____

WEATHER UNIT 2: SEASONS

OBJECTIVE

• *Identify the seasons.*

LANGUAGE EXAMPLES

GRAMMAR

It's winter.

BE contractions

MATERIALS:

VISUALS (Seasons):

calendar	summer
winter	fall
spring	

CUE CARDS

HANDOUTS:

WE 2.1, WE 2.2

WEATHER -- SEASONS

PRESENTATION

- Hold up the winter scene visual. Say, "It's winter." Repeat "winter". Point out the lack of leaves on the tree, the snow, and the snowman. Repeat, "It's winter." Display the visual in the room.
- Hold up the calendar. Point to December, January, and February on the calendar and say, "It's winter in December, January, and February." Repeat, "It's winter." Have students repeat, first chorally, then individually.
- Continue with the other seasons:

 SPRING: March, April, May
 SUMMER: June, July, August
 FALL: September, October, November
- Review all the seasons (and their months), first in order and then at random.
- Give students **Handout WE 2.1**. Ask students, "What season is it?" Have students respond, "It's _____." Write the name of the season on the board for students to copy on their handouts.
- Write the question and answers on the board for students to copy.

BEST COPY AVAILABLE

PRACTICE

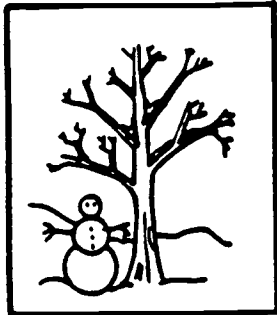
- Give the visuals of the seasons to students. Say, "It's December. What season is it?" The student with the winter scene should stand up. Continue with other months.
- Give students **Handout WE 2.2**. Have students complete individually and compare answers.
- Hand out cue cards. Have students ask and answer the question, "What season is it?"

EXPANSION

- Have students describe the seasons in their native countries.

BEST COPY AVAILABLE

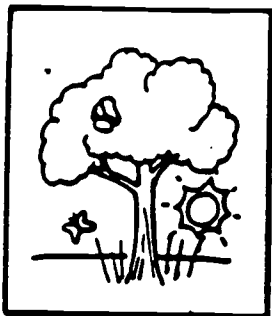
1.



2.



3.



4.



What season is it? Draw a line.

1. WINTER

MARCH
APRIL
MAY

2. SPRING

JUNE
JULY
AUGUST

3. SUMMER

DECEMBER
JANUARY
FEBRUARY

4. FALL

SEPTEMBER
OCTOBER
NOVEMBER

4

MODULE 4 SHOPPING

OBJECTIVES:

UNIT 1: IDENTIFY MONEY

***UNIT 2: ASK THE PRICE
OF CLOTHES***

BEST COPY AVAILABLE

SHOPPING UNIT 1: MONEY

OBJECTIVE

- *Identify money.*

LANGUAGE EXAMPLES

GRAMMAR

It's a quarter.

BE contractions

MATERIALS:

VISUALS (Paper money):

one dollar bill
five dollar bill
ten dollar bill
twenty dollar bill

* Bring in coins -- one of each denomination, including a half dollar, if possible. **You will need enough to give one of each coin to groups of five students.** (For 25 students, you would need 5 pennies, 5 nickels, etc.)

* You can bring in bills as well or simply use visuals.

HANDOUTS:

SH 1.1, SH 1.2, SH 1.3

SHOPPING -- MONEY

PRESENTATION

- Divide the students into groups of 5 (or 4 if its a small class). Give a penny to each group. Say, "It's a penny." several times. Have students repeat.
- Hold up a penny and say, "It's a penny. It's one cent," several times. Have students repeat, first chorally, then individually.
- Say, "What is it? It's a penny. How much is it? It's one cent."
- Continue with the rest of the coins and bills.

PRACTICE

- Point to the visuals or hold up coin/bill and ask, "What is it?" Have students answer, "It's a penny," etc.
- Point to the visuals or hold up coin/bill and ask, "How much is it?" Have students answer, "It's one cent," etc.
- Say, "I need 1 cent," or "Give me 1 cent." One student from each group should come up to the front of the room with a penny.

BEST COPY AVAILABLE

- Give students **Handout SH 1.1**. Ask "What is it?" and have students identify the money. Write the answer on the board (for example, penny). Students should copy the answer on the first line under the picture.
- Then ask students, "How much is it?" and have students give the amount. Write the answer on the board (for example, 1¢, \$.01). Students should copy the answer on the second and third lines.
- Collect all the coins. Count five pennies into one hand saying, "One cent, two cents, etc." Hold up a nickel in your other hand and say, "Five cents. Five pennies equals one nickel."
- Continue showing equivalencies of other coins and one dollar bill.
- Write \$2.50 on the board. Say, "Two dollars and fifty cents." Have students repeat. Point out how money is read: first a number, then dollars followed by and, then a number and cents. Put more dollar and cents amounts on the board for student to practice.
- Give students **Handout SH 1.2**. Have students complete individually and compare answers.
- Give students **Handout SH 1.3**. Have students listen and circle the money they hear. Say the money in one of the boxes. For example, "Number one. Three dimes and two nickels." Repeat several times.

EXPANSION

- Ask students to count their own money.
- Identify the presidents who appear on money.
- Write amounts on the board. Have students see how many combinations of coins/bills they can come up with to make that total. For example, \$.25: one quarter, two dimes and one nickel, five nickels, twenty-five pennies, etc.

BEST COPY AVAILABLE

What is it?
How much is it?

Name _____

1.



It's a penny.

\$.01 1c

2.



3.



4.



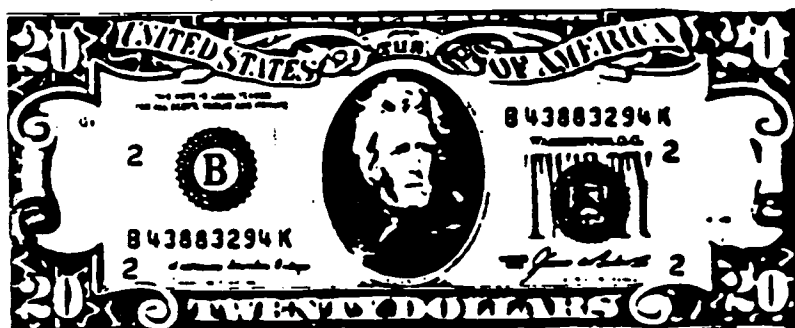
5.







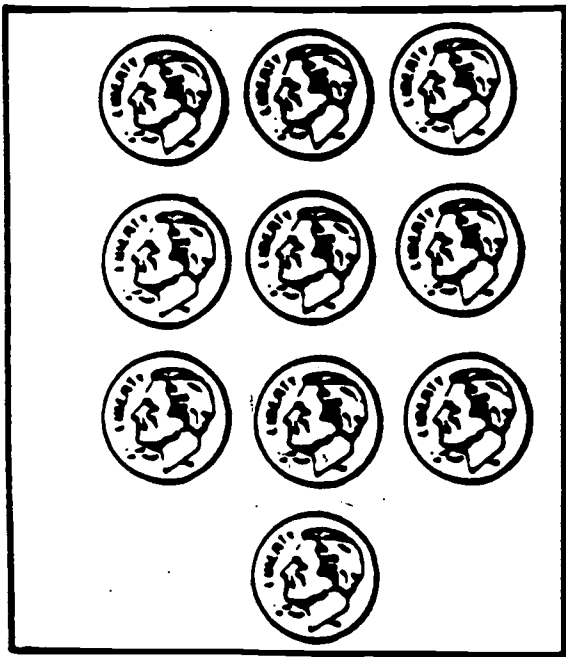
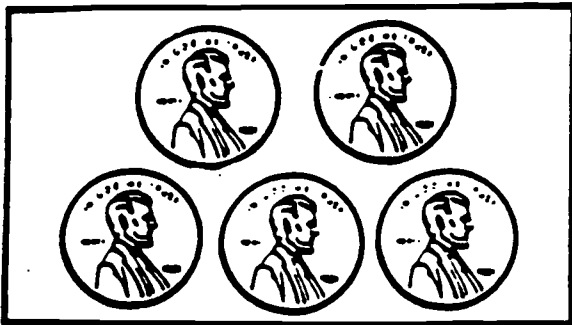




BEST COPY AVAILABLE

Draw a line to the same amount.

NAME _____

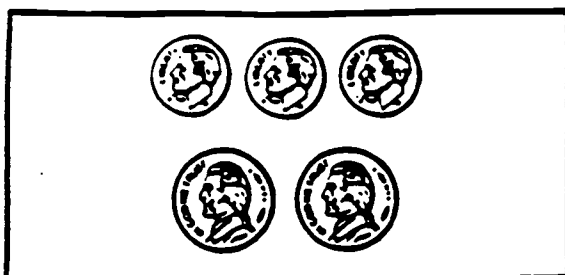


BEST COPY AVAILABLE

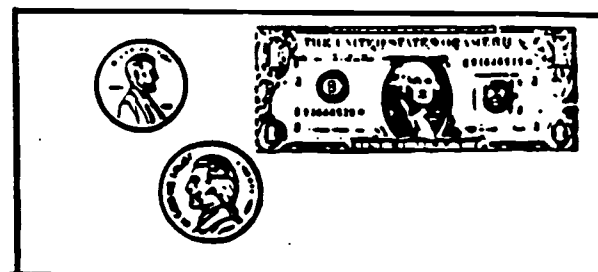
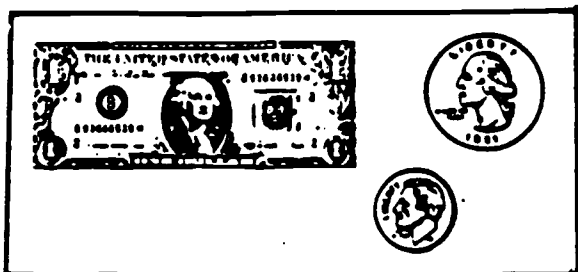
Circle the money you hear.

Name _____

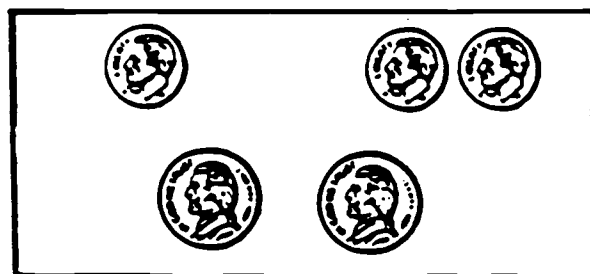
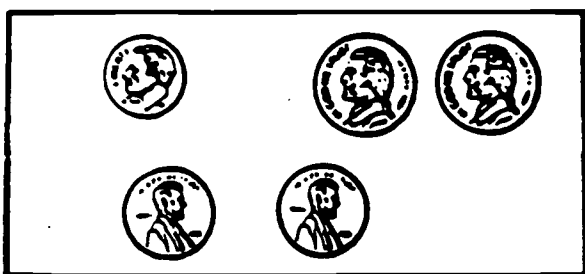
1.



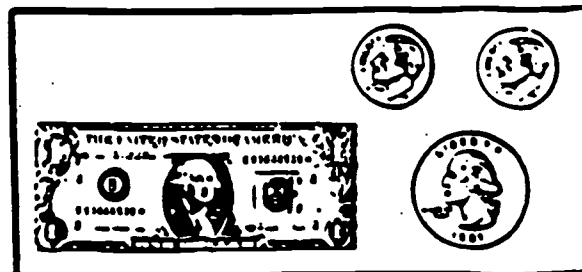
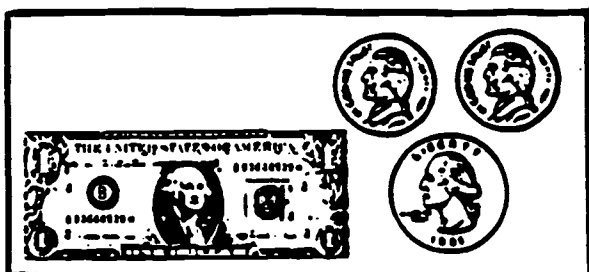
2.



3.



4.



SHOPPING UNIT 2: PRICE

OBJECTIVE

• *Ask the price of clothes.*

LANGUAGE EXAMPLES

GRAMMAR

How much is the blue shirt?

Question words: how much

MATERIALS:

VISUALS (Articles of clothing):

dress	shirt	skirt
pants	coat	shoes

* Colored markers or crayons:
red, blue, green, black, and
yellow. (For you and for
students.)

* Make price tags for the
articles of clothing.

* Bring in articles of clothing, if
possible.

HANDOUTS:

SH 2.1, SH 2.2

SHOPPING -- PRICE

PRESENTATION

- Talk about the clothes you are wearing. For example say, "I'm wearing a shirt. It's a (color) shirt." Identify other items of clothing, yours and/or the students, and giving the name and colors.
- Give students **Handout SH 2.1** and colored markers. Hold up the blue marker and say, "It's blue." Repeat several times. Have students repeat. Ask, "What color is it?" Have students respond, "It's blue," first chorally, then individually. Have students color the circle blue.
- Continue the same procedure with the other colors, reviewing at random.
- Point to #1. Ask students, "What color is it?" Write the answers on the board for students to copy on their handouts.
- Hold up the visual of the shirt and say, "This is a shirt." Repeat several times. Repeat "shirt" and have students repeat. Ask, "What is it?" Have students respond, "It's a shirt," first chorally, then individually. Display visual in the front of the room.
- Continue with the other clothes visuals, reviewing at random.
- Give students **Handout SH 2.2**. Ask the students, "What is it?" Write the answers on the board for students to copy on their handouts.

BEST COPY AVAILABLE

- Hold up price tag. Ask students, "How much is it?" Have students respond, "It's \$ _____."
- Display the price tag next to the shirt and say, "The shirt is \$ _____." Repeat several times. Have students repeat. Ask, "How much is the shirt?" Have students respond \$ _____," first chorally, then individually.
- Point to the shirt and ask, "How much is the shirt?" Repeat the question several times. Have the students repeat the question, first chorally, then individually. Write the question on the board for students to copy.
- Ask, "How much is the _____?" Have students answer and write prices on their handouts (SH 2.2).
- Have students color in the items of clothing on their handouts. You can ask them to suggest the colors the class should use or tell them which colors to use.
- Point to the shirt and ask, "How much is the (color) shirt?" Repeat several times. Have students repeat. Write "How much is the (color) shirt?" on the board for students to copy.

PRACTICE

- Give students the visuals of clothing and price tags. Say, "I need a shirt." The student with the appropriate visual should come forward. Then ask, "What color is it?" Students refer to their handouts and respond. Last ask, "How much is the (color) shirt?" Have a student identify the price and come forward.

BEST COPY AVAILABLE

- Have students work in pairs and/or groups asking and answering questions such as "How much is the blue shirt?" while referring to their handout.

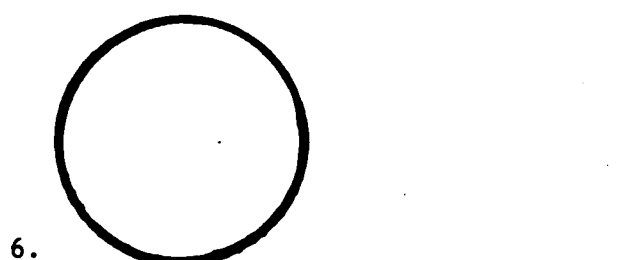
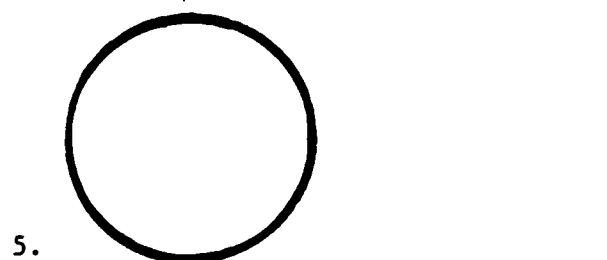
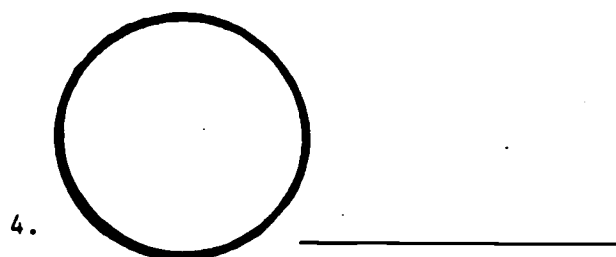
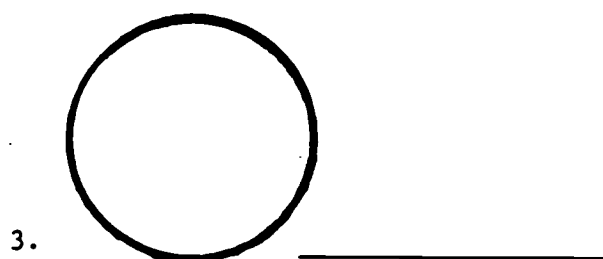
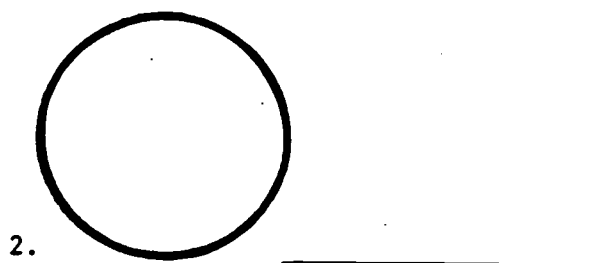
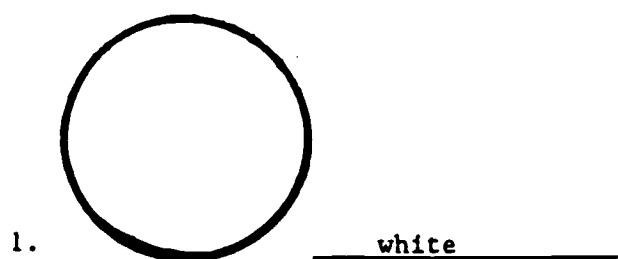
EXPANSION

- Role play a conversation at a Lost and Found.
- Role play a conversation between a store clerk and customer asking for information about items of clothing.
- Take a field trip to a local clothing store or thrift shop.
- Have students work on picture dictionaries. Bring in magazines, catalogs, etc. so that students can cut out and label pictures of clothing and examples of colors.

BEST COPY AVAILABLE

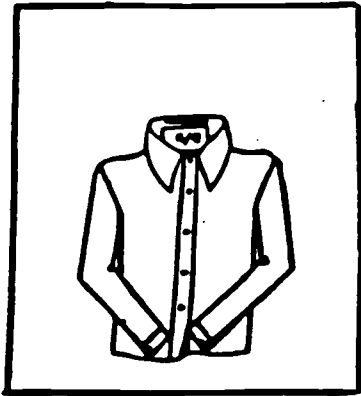
What color is it?

Name _____



How much is the shirt?

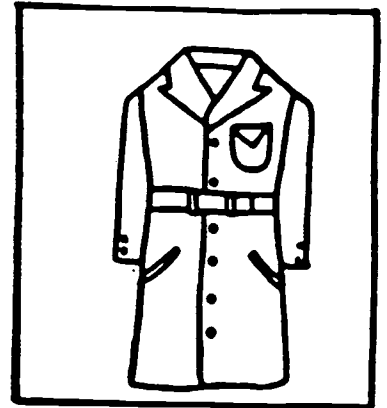
Name _____



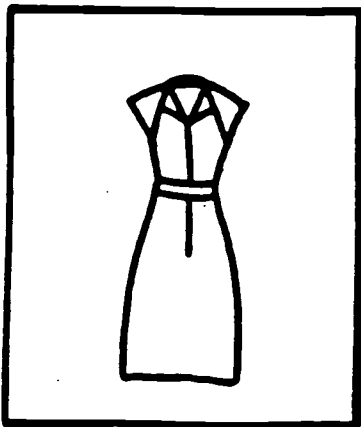
1. shirt _____
\$18.25 _____



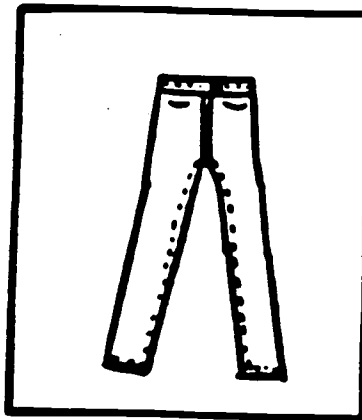
2. _____



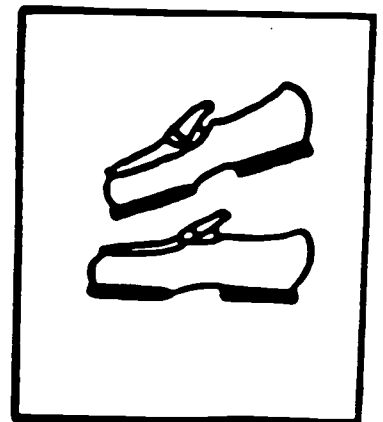
3. _____



4. _____



5. _____



6. _____



MODULE 5
LOCATION and DIRECTION

OBJECTIVES:

***UNIT 1: ASK ABOUT AND
DESCRIBE
LOCATION***

***UNIT 2: ASK FOR AND GIVE
DIRECTIONS***

BEST COPY AVAILABLE

LOCATION and DIRECTION UNIT 1: LOCATION

OBJECTIVE

• *Ask about and describe location.*

LANGUAGE EXAMPLES

GRAMMAR

Where is the supermarket?
The supermarket is **next to** the
movie theater.

Question words: where
Prepositions of place: next to,
between, across from

VISUALS:

school
church
library
restaurant

post office
gas station
dress shop
movie theater

next to
across from
between

HANDOUTS:

L/D 1.1, L/D 1.2

MATERIALS:

LOCATION AND DIRECTION -- LOCATION

PRESENTATION

- Tell the students that in today's lesson they will learn how to describe where people and places are located. Start by introducing the idea of neighborhoods by talking about the neighborhood the students live in. Ask questions like "Is there a bank near here?" "Are there any restaurants near here?" You can also ask where students buy their food, clothes, etc.
- Use students in the class to demonstrate the prepositions **NEXT TO**, **BETWEEN**, and **ACROSS FROM**. Have Student 1 come to the front of the room and stand beside you. You say, "S1 is next to me." I am next to S1." Repeat several times.

Note: In the instructions that follow, students have been referred to as S1, S2, S3, and S4. While teaching, you should use the students' names.
- Next, you step away and ask Student 2 stand beside Student 1. Say, "S1 is next to S2. S2 is next to S1." Repeat several times. Have students repeat.
- Ask, "Where is S1?" Respond, "She/He is next to S2." Ask, "Where is S2?" Respond, "She/He is next to S1." Ask the students the question. Have them respond first chorally, then individually.
- Ask students to describe seating locations using **next to**. For example: Jose is next to Maria. I am next to Thanh.

BEST COPY AVAILABLE

- On the board draw two stick figures and write: **S1 is next to S2.**
- Ask a third student to come to the front and stand next to Student 2. Ask, "Where is S3?" (students respond, "S3 is next to S2.") Then you say, "S1 is next to S2. S2 is next to S3. S2 is between S1 and S3." Repeat several times. Have students repeat, "S2 is between S1 and S3." Ask, "Where is S2?" Have students respond first chorally, then individually.
- Ask students to describe seating locations using **between**.
- On the board draw three stick figures and write: **S2 is between S1 and S3.**
- Ask a fourth student to come to the front and stand next to S3. Elicit from the students the locations of each of the 4 students. Remind them there may be more than one way to describe where someone is. For example: S3 is next to S2. S3 is next S4. S3 is between S2 and S4.
- Have S1 and S2 face S3 and S4. Say, "S1 is across from S3. S2 is across from S4." Repeat several times. Have students repeat. Ask "Where is S1?" Have students respond "S1 is across form S3" first chorally, then individually. Repeat for S2, S3, and S4.
- Ask students to describe seating locations using **across from**.

Note: If students seem unsure of these three prepositions you can have them practice by having all the students stand and then asking individual students to stand next to, between, or across from other students. Students can also instruct each other.

- On the board draw three figures in a row and a fourth facing the middle figure. Write: **S4 is across from S2.**
- Hold up visual of the school. Ask students "What is this?" If no one knows, say, "It's a school." Repeat several times and have students repeat. Display visual in the front of the classroom.
- Continue with the rest of the building visuals, reviewing at random.
- Hold up the visual of two buildings **next to** each other. Say, "The supermarket is next to the movie theater." Have students repeat. Ask, "Where is the supermarket?" Have students respond, "The supermarket is next to the movie theater," first chorally, then individually. Ask, "Where is the movie theater?" Have students respond first chorally, then individually.
- Continue with the visuals illustrating **between** (dress shop, church, and restaurant) and **across from** (gas station and school).
- Point to the visual of the school and ask, "Where is the school?" Have students repeat the question. Point to the visual of the library and have students ask, "Where is the library?" Continue with all the buildings.
- Write the questions and answers on the board for students to copy.

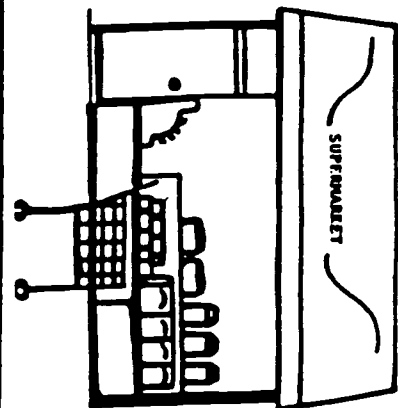
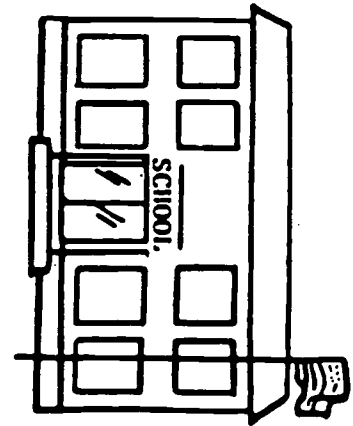
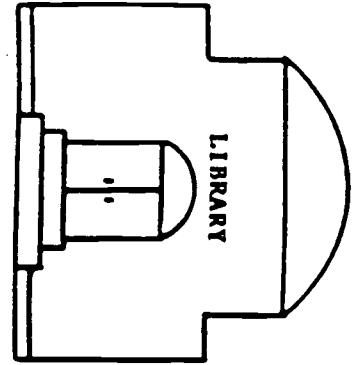
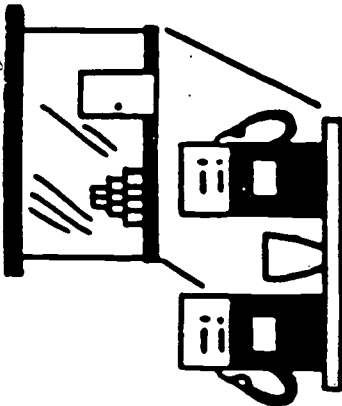
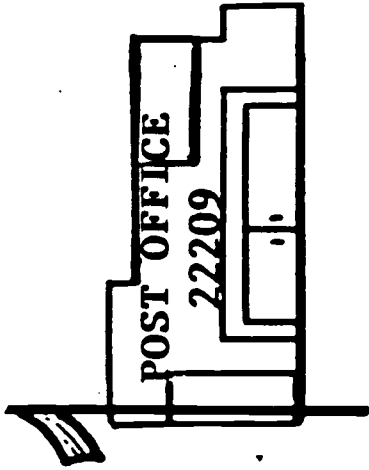
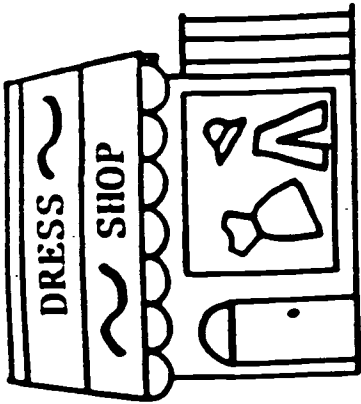
PRACTICE

- Give students **Handout L/D 1.1**. Have students work in pairs asking about and describing the locations of buildings on the map.
- Give students **Handout L/D 1.2**. Have students complete individually and compare answers.

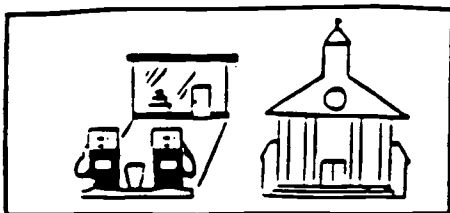
EXPANSION

- Have students draw maps of their neighborhoods including buildings and important landmarks. (This works well as an individual, pair, or small group activity.) You can also walk around the neighborhood with your students and have them describe the locations of building before they draw their maps.
- Have students write a few sentences describing the locations of buildings in their neighborhood.

BEST COPY AVAILABLE



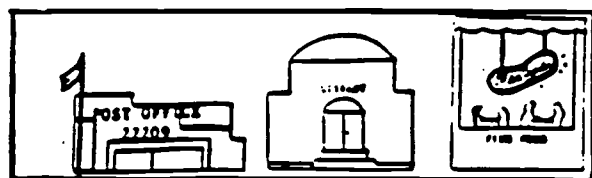
Where is the gas station?



1. The gas station is next to the church.



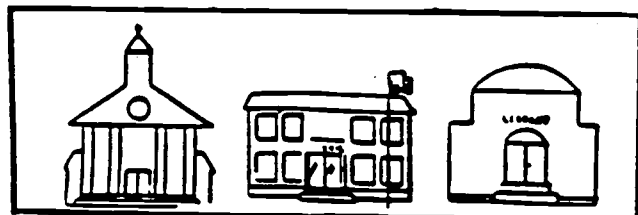
2. The dress shop is



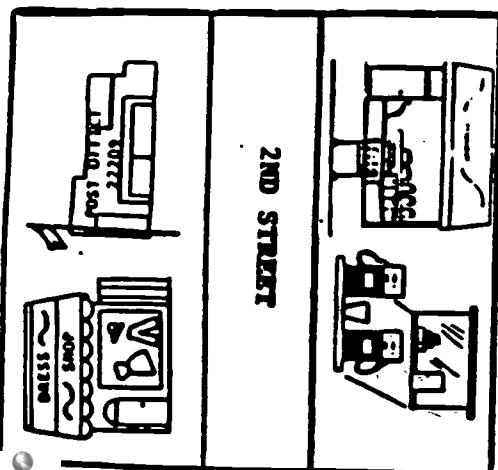
3. The library is



4. The movie theater is



5. The school is



6. The gas station is

the dress shop.

7. The Post Office is

the supermarket

BEST COPY AVAILABLE

LOCATION and DIRECTION UNIT 2: DIRECTIONS

OBJECTIVE

- *Ask for and give directions.*

LANGUAGE EXAMPLES

Excuse me. **Where** is the post office?

Go one block and turn left.

It's **on** the left.

GRAMMAR

Question words: where

Imperative

Prepositions of place: on, next to, between, across from

VISUALS:

map: street
map: blocks
library
church
supermarket

MATERIALS:

dress shop
school
gas station
restaurant

post office
movie theater
woman
man

HANDOUTS:

L/D 2.1

BEST COPY AVAILABLE

LOCATION and DIRECTION -- DIRECTIONS

PRESENTATION

- Hold up map of one street. Identify the buildings on each side of the street and review locations. For example, you say, "The gas station is across from the school." Ask students to describe the locations of buildings on the map.
- Describe the locations of buildings again, this time adding on the right and on the left. Say, "The gas station is on the right, across from the school."
- Ask students to raise their right hands. Ask students to raise their left hands.
- Ask students to stand and step away from their desks. Give them a series of directions to follow: Turn right. Turn right. Turn left. Turn right. Take one step. Turn left. Take two steps. etc.
- Hold up map of the city blocks. Identify the names of the streets. Count the number of blocks. Identify the buildings.
- Hold up visual of the school. Have students ask, "Where is the school?" Use your finger or the eraser end of a pencil to "travel" along the map as you give directions. For example, say, "Go two blocks and turn left. The school is on the left." Continue for other buildings on the map.
- Say, "Go one block." Repeat several times. Have students repeat. Continue with different numbers of blocks.

BEST COPY AVAILABLE

- Say, "Turn right." Repeat several times. Have students repeat. Continue for "turn left". Then combine as follows, "Go one block and turn right." Have students repeat. Continue with other combinations of two step directions.
- Point to the X on the map and say, "I am here. I want to go to the post office. Where is the post office?" Elicit the directions from the students. Have students repeat the directions.
- Using visuals of two people, model this dialogue:

A: Excuse me. Where is the post office?

B: Go one block and turn left. It's on the left.

A: Thank you.

- Have students repeat lines of the dialogue after you. Change the dialogue for different locations on the map.
- Write the dialogue on the board for students to copy.

Note: The dialogue can be expanded in the following way:

A: Excuse me. Where is the post office?

B: Go one block and turn left.

A: Turn left?

B: Yes. It's on the left.

A: On the left?

B: Yes. It's between the dress shop and the movie theater.

A: Thank you.

BEST COPY AVAILABLE

PRACTICE

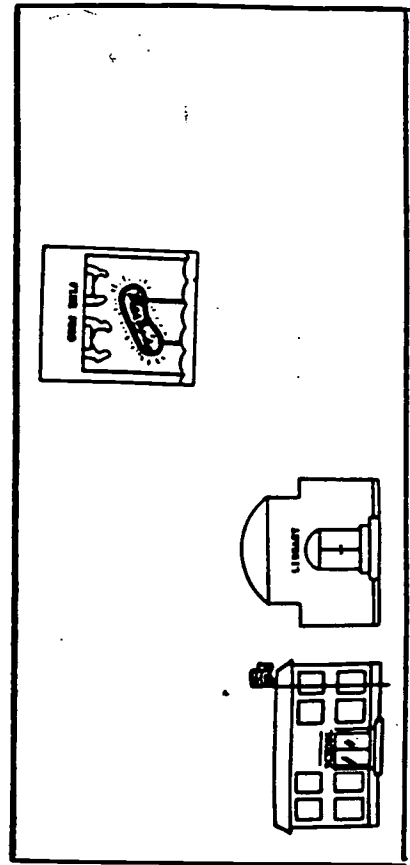
- Give students **Handout L/D 2.1**. Have them work in pairs referring to the map to practice the dialogue.

EXPANSION

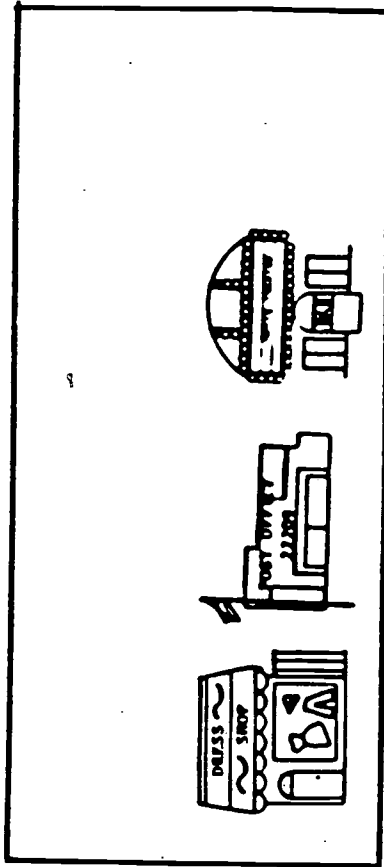
- Increase the number of steps in the directions.
- Ask students to give the directions from their homes to the bus stop, where they shop for food, the nearest 7-11, etc.
- Have students write the directions.

BEST COPY AVAILABLE

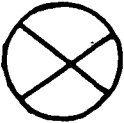
3RD STREET



2ND STREET

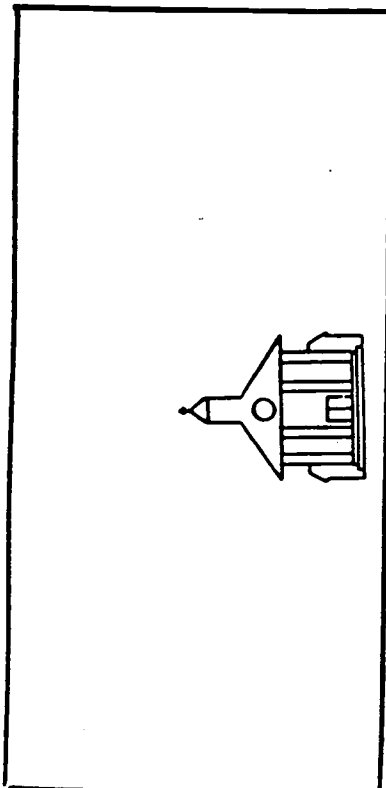
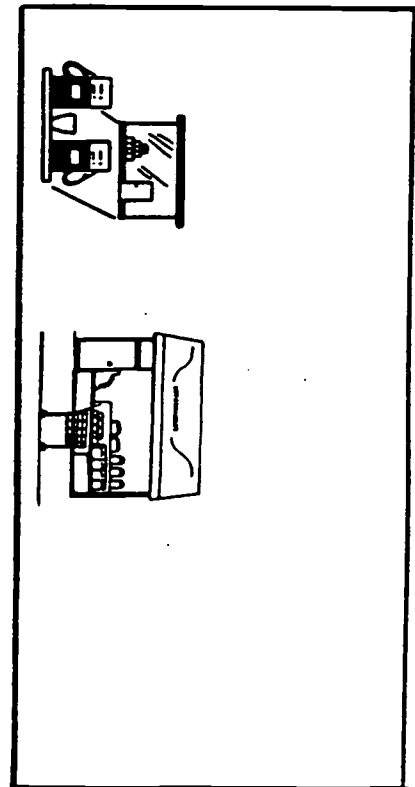


1ST STREET



— You are here.

SCHOOL STREET



BEST COPY AVAILABLE



MODULE 6

HEALTH

OBJECTIVES:

***UNIT 1: IDENTIFY PARTS
OF THE BODY***

***UNIT 2: IDENTIFY
HEALTH
PROBLEMS***

***UNIT 3: REQUEST
ASSISTANCE IN
AN EMERGENCY
SITUATION***

BEST COPY AVAILABLE

HEALTH

UNIT 1: IDENTIFY PARTS OF THE BODY

OBJECTIVE

• *Identify parts of the body.*

LANGUAGE EXAMPLES

What's the matter?

My back hurts.

My head hurts.

GRAMMAR

Question words: what

Possessive adjectives: my, your, her,
his

Simple Present Tense

MATERIALS:

VISUALS (Parts of the body):

head	neck	arm
eye	chest	hand
ear	stomach	leg
tooth	back	foot

CUE CARDS

HANDOUTS:

HE 1.1

BEST COPY AVAILABLE

HEALTH -- IDENTIFY PARTS OF THE BODY

PRESENTATION

- Ask, "How are you?" around the class and have students respond.
- Have students ask "How are you?" As you respond, hold your head and say "Not so good. My head hurts." Repeat, referring to different parts of your body (arm, leg, neck, etc.).
- Hold up the visual of the head and say, "My head hurts." Repeat several times. Have students repeat, first chorally, then individually.
- Display the visual in the front of the room and continue with the other parts of the body. Review at random, asking, "What's the matter?"
- Give students **Handout HE 1.1**. Elicit the names of the body parts from the students. Write them on the board and have students copy.
- Ask, "What's the matter?" Have students repeat the question several times. Have students ask "What's the matter?" and then point to a visual and have students respond, "My _____ hurts."
- Write the question and answer on the board for students to copy.

BEST COPY AVAILABLE

PRACTICE

- Give the visuals to the students. Have students ask, "What's the matter?" As you respond with a problem, the student with the corresponding visual should bring it to the front of the room.
- Hand out cue cards. Have students practice asking and answering "What's the matter?" in pairs and/or groups.

EXPANSION

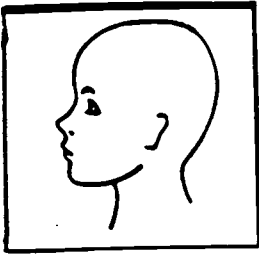
- For extra practice play a variation on Simon Says:
 - Have students stand.
 - Say, "**Touch your head**", touching your head as you speak.
 - Repeat and have students touch their heads.
 - Say "**Touch your back**", and have students touch their backs.
 - Repeat, using vocabulary taught.
 - Have students take turns being the leader.

Note: For a trickier version: As you tell the students to touch their heads, you touch your back or some other area.

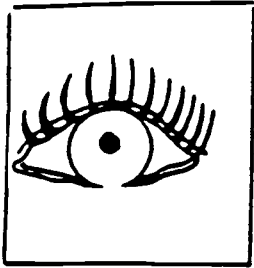
BEST COPY AVAILABLE

- Change the question from "What's the matter?" to "What's the matter with (name of classmate)?" The answer will change from **my** to **his/her**.
- Have students work on picture dictionaries. Bring in magazines so that students can cut out pictures of parts of bodies and label them.

Fill in the blanks.



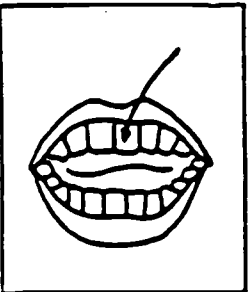
1. My _____ hurts.



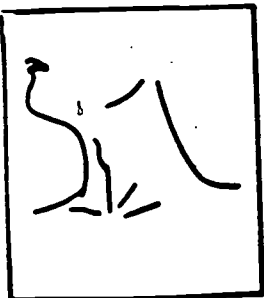
2. My _____ hurts.



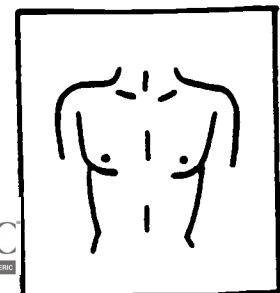
3. My _____ hurts.



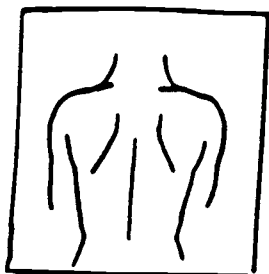
4. My _____ hurts.



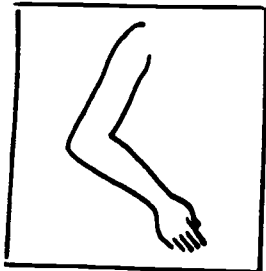
5. My _____ hurts.



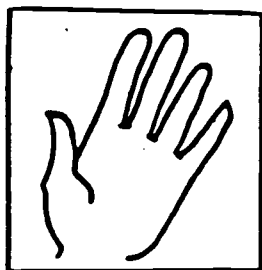
6. My _____ hurts.



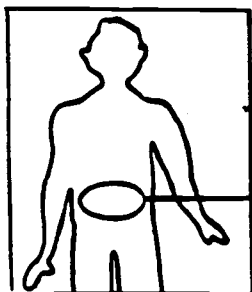
7. My _____ hurts.



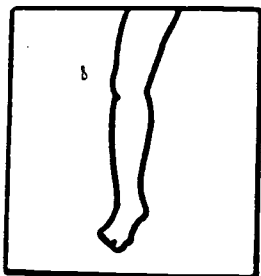
8. My _____ hurts.



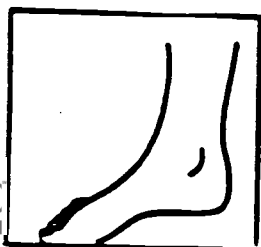
9. My _____ hurts.



10. My _____ hurts.



11. My _____ hurts.



12. My _____ hurts.

HEALTH UNIT 2: PROBLEMS

OBJECTIVE

• *Identify health problems.*

LANGUAGE EXAMPLES

How are you?
I have a cold.

GRAMMAR

Question words: How
Simple present tense

MATERIALS:

VISUALS (Health problems):

cold	fever
stomachache	headache
toothache	sore throat

CUE CARDS

HANDOUTS:

HE 2.1

BEST COPY AVAILABLE

HEALTH -- PROBLEMS

PRESENTATION

- Review parts of the body. Hold up body part visuals or point to your own body. Ask, "What's the matter?" and have students respond.
- Ask, "How are you?" around the class and have students respond. Have students ask you "How are you?" Respond, "I'm sick," and "Not so good."
- Hold up the visual of the cold and act out symptoms (sneeze and cough). Say, "I have a cold." Repeat several times. Have students repeat, first chorally, then individually.
- Display the visual in the front of the room and continue with the other health problem visuals. Review at random by pointing to a visual and asking, "How are you?"
- Give students **Handout HE 2.1**. Have students identify the problems. Write the answers on the board and have students copy.
- Write the question "How are you?" and the answer "I'm sick. I have a _____." on the board for students to copy.

BEST COPY AVAILABLE

PRACTICE

- Give visuals to the students. Have students ask, "How are you?" Respond with a health problem. The student with the appropriate visual should come to the front of the room.
- Hand out cue cards. Have students practice asking and answering the question "How are you?" in pairs and/or groups.

EXPANSION

- Have students practice talking about health problems using these additional dialogues:

1.

A: *How are you?*

B: I'm sick.

A: *What's the matter?*

B: I have a cold.

2.

A: *How's your son/husband?*

B: He's sick. He has a cold.

3.

A: *How's Mary?*

B: She's sick. She has a cold.

- Set up a clinic simulation or roleplay. Students practice asking and answering personal identification questions and questions about health. The "receptionist" asks for and writes down the "patient's" name, address, telephone number, etc. The "doctor" asks what the problem is and the "patient" describes illness/problem. Students can also play other roles (spouse, parent, etc.).

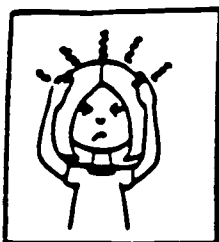
FILL IN THE BLANKS

Handout HE 2.1
Health Problems

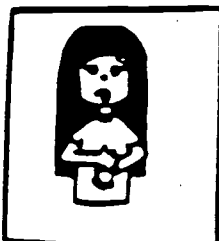
Name _____



1. I have a _____.



2. I have a _____.



3. I have a _____.



4. I have a _____.



5. I have a _____.



6. I have a _____.

HEALTH UNIT 3: EMERGENCIES

OBJECTIVE

• *Request assistance in an emergency situation.*

LANGUAGE EXAMPLES

"My brother is hurt."

"There's a fire."

GRAMMAR

Possessive adjectives: my, your, her,
his

There is

MATERIALS:

VISUALS (Emergency vehicles and situations):

police car
fire truck
ambulance
telephone
woman yelling
house on fire

gun
heart attack
car accident
bike accident
falling off ladder

mother
father
son
daughter

* Bring in a prop telephone, if possible.

CUE CARDS

HANDOUTS:

HE 3.1, HE 3.2

BEST COPY AVAILABLE

HEALTH -- EMERGENCIES

PRESENTATION

- Review addresses and telephone numbers. Call on individual students to give their addresses and phone numbers. Have other students listen to their classmates and repeat the information given.
- Hold up visuals of the ambulance, police car, and fire truck and have students identify. Display the visuals in the front of the room.
- Hold up visual of woman yelling, and point to the visual of the ambulance. Say, "I have an emergency. I need help. I need an ambulance. What do I do?" Hold up the visual of the telephone (or use real phone). Say, "Call 911 (nine-one-one)." Repeat with the visuals of the police car and the fire truck.
- Hold up the visual of the house on fire and say, "There's a fire." Repeat several times. Have students repeat, first chorally, then individually. Display visual in the front of the room.

Note: For emergency situations involving people you can hold up visuals of family members. For example, put the brother with the falling ladder and say, "My brother is hurt." Then put the sister there and say, "My sister is hurt."

BEST COPY AVAILABLE

- Continue with the other emergency situations. Review at random by pointing to a visual and asking, "What's the problem?"

VISUAL:

EMERGENCY SITUATION:

Gun	<i>There's a man with a gun.</i>
Heart Attack	<i>My mother is having a heart attack.</i>
Car accident	<i>There's an accident.</i>
Bike accident	<i>My sister is hurt.</i>
Falling off ladder	<i>My brother is hurt.</i>

- Give students **Handout HE 3.1**. Ask, "What's the problem?" Write the language for each emergency situation on the board for students to copy.
- Point to the different visuals. Ask students, "What's the problem?" or "What's wrong?" Have students respond, first chorally, then individually.
- Hold up visual of ambulance next to visual of a health emergency (woman clutching chest). Using telephone or visual of phone, act out dialing 911 and model the following dialogue:

A: Emergency operator. What's the problem?

B: (My mother's having a heart attack.)

A: What's your name?

B: (Give your name.)

A: What's your address?

B: (Give an address.)

A: *What's your telephone number?*

B: (Give a telephone number.)

A: *Help is coming.*

- Repeat this dialogue using different emergency situations.
- Write the dialogue on the board for students to copy.

PRACTICE

- Give visuals of emergency situations to students. Say, "There's a fire." The student with the appropriate visual should bring it to the front of the room.
- Hand out the cue cards. Have students practice asking and answering, "What's the problem?" in pairs or groups.
- Have students "make" the 911 call with you acting as operator.
- Using cue cards, students practice making 911 phone calls. One student makes the call and the other acts as the operator.
- Give each student **Handout HE 3.2**. Have students work individually and compare answers.

BEST COPY AVAILABLE

EXPANSION

- Identify additional emergency situations.
- This is a good time to invite someone from the fire or police department to talk to students about safety. They also have pamphlets written in a variety of languages which can be given to the students. There are videos about calling 911 at the public library.

BEST COPY AVAILABLE

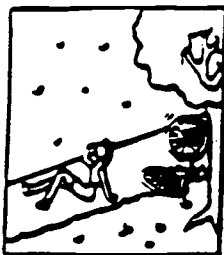
WHAT'S THE PROBLEM?

Handout HE 3.1
Health: Emergencies

Name _____



1. My sister is having a heart attack.



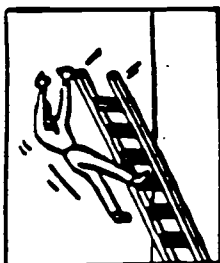
2. _____



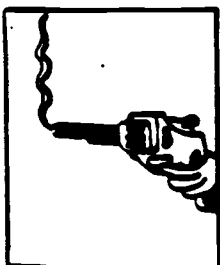
3. _____



4. _____



5. _____



6. _____

MATCH THE PICTURE WITH THE SENTENCE.

NAME _____



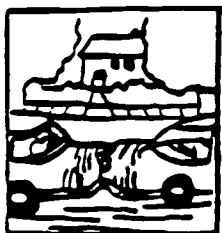
1.

___ My son is hurt.



2.

___ There's a man with a gun.



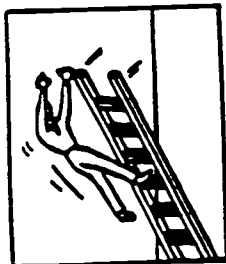
3.

___ My sister is having a heart attack



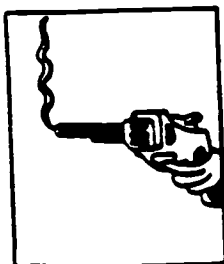
4.

___ My daughter is hurt.



5.

___ There's a fire.



6.

___ There's a car accident.

7

MODULE 7 HOUSING

OBJECTIVES:

***UNIT 1: IDENTIFY ROOMS
AND
FURNISHINGS***

***UNIT 2: DESCRIBE
PROBLEMS***

HOUSING UNIT 1: ROOMS/FURNISHINGS

OBJECTIVE

• *Identify rooms and furnishings.*

LANGUAGE EXAMPLES

There's a dishwasher in the kitchen.

There's a sink **in** the bathroom.

GRAMMAR

There is/are

Prepositions: in

MATERIALS:

VISUALS (Rooms and furnishings):

woman	sofa	chest of drawers	stove/oven
living room	TV	toilet	dishwasher
kitchen	coffee table	bathroom sink	refrigerator
bedroom	bookcase	bathtub/shower	table
bathroom	bed	kitchen sink	floor plan
dining area	closet		

HANDOUTS:

HO 1.1

BEST COPY AVAILABLE

HOUSING -- ROOMS/FURNISHINGS

PRESENTATION

- Begin by asking students to compare where they lived in their native countries to where they are living now. Have students draw pictures of their homes in their native countries and their homes now. Ask how they are the same and/or different.
- Hold up visual of the woman and say, "This is Mary. Mary lives in a one-bedroom apartment. There is one bedroom, a living room, a kitchen, and a bathroom."
- Hold up visual of the living room and say, "This is Mary's living room." Repeat "living room" several times. Have students repeat. Display the visual in the front of the room.
- Continue with the visuals of the kitchen, bedroom, bathroom, and dining room, reviewing at random.
- Hold up visual of the sofa and say, "This is a sofa." Have students repeat "sofa" several times. Point to the visual of the living room and say, "There's a sofa in the living room." Repeat several times. Have students repeat, first chorally, then individually.
- Continue with the other items found in a living room: TV, coffee table, and bookcase.

BEST COPY AVAILABLE

- Continue with the furnishings found in the other rooms:

Bedroom: bed, closet, chest of drawers

Bathroom: toilet, sink, bathtub/shower

Kitchen: sink, stove/oven, dishwasher, refrigerator

Dining area: table

- Give students **Handout HO 1.1**. Write the names of the rooms and furnishings on the board for students to copy.

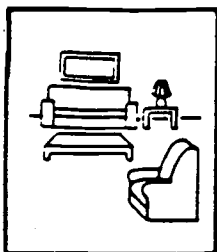
PRACTICE

- Hold up visual of the floor plan and say, "This is Mary's apartment." Identify the living room, kitchen, bathroom, and bedroom.
- Have students draw floor plans of their homes. Have students describe their homes and furnishings in pairs or small groups.
- Circulate among the students and ask questions about their homes such as, "How many bedrooms are there?" "How many closets are there?"

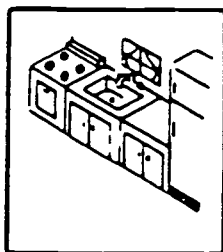
EXPANSION

- Have students write about their homes.
- If there is a model apartment nearby, arrange for the class to visit it and have students describe what they see.

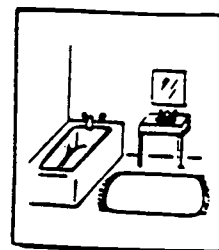
- Review the prepositions of place (see Location and Direction) and have students describe the location of furnishings in a room. For example, "The armchair is next to the sofa."
- Have students work on picture dictionaries. Bring in magazines so that students can cut out pictures of rooms and furnishings and label them.



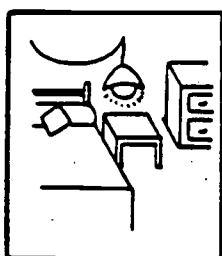
1. living room



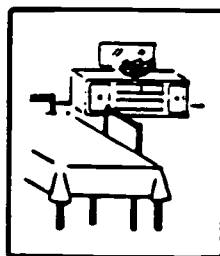
2. _____



3. _____



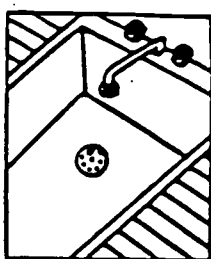
4. _____



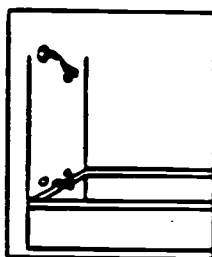
5. _____



6. _____



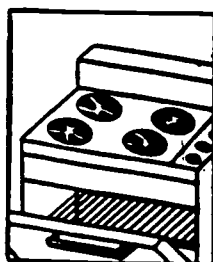
7. _____



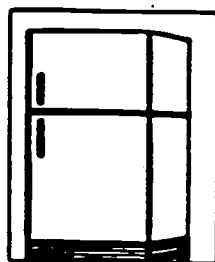
8. _____



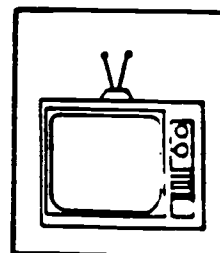
9. _____



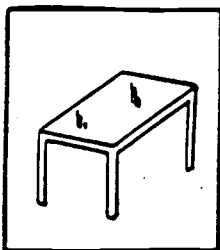
10. _____



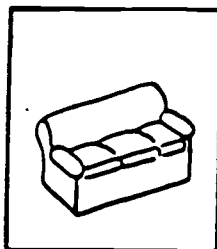
11. _____



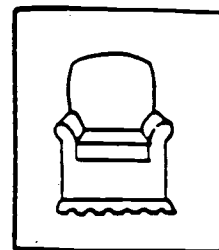
12. _____



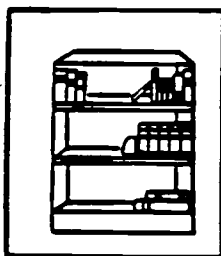
13. _____



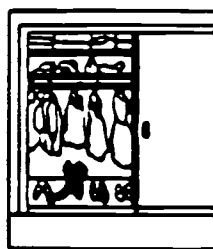
14. _____



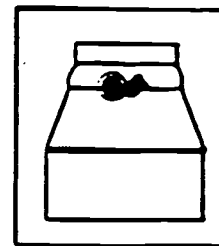
15. _____



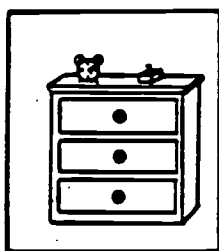
16. _____



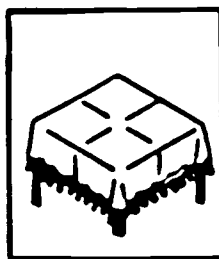
17. _____



18. _____



19. _____



20. _____

HOUSING UNIT 2: DESCRIBING PROBLEMS

OBJECTIVE

- *Describe housing problems.*

LANGUAGE EXAMPLES

What's wrong?
The stove **doesn't** work.
The sink **is** leaking.

GRAMMAR

Question words: what
Simple present: negative
Present continuous

MATERIALS:

VISUALS (Appliances/furnishings with problems):

refrigerator	stove	dishwasher	sink
air conditioner	bathtub	radiator	toilet

CUE CARDS

HANDOUTS:

HO 2.1

BEST COPY AVAILABLE

HOUSING -- DESCRIBING PROBLEMS

PRESENTATION

- Start by reviewing the vocabulary taught for rooms and furnishings. For example, hold up the visuals of each room and ask, "What room is this?" Display the visuals.
- Tell students, "There are so many problems in my home." Say, "The stove doesn't work. The refrigerator doesn't work. The sink is leaking. The toilet is stopped up."
- Hold up the visual of the broken stove. Say, "The stove doesn't work." Repeat several times. Have students repeat, first chorally, then individually.
- Display in the front of the room and continue with other visuals. Review at random, asking questions: "What's wrong?" "What's the problem?" "What's the matter?"

VISUAL

HOUSING PROBLEM

Air conditioner	<i>The air conditioner doesn't work.</i>
Stove	<i>The stove doesn't work.</i>
Dishwasher	<i>The dishwasher doesn't work.</i>
Radiator	<i>The heat doesn't work.</i>
Refrigerator	<i>The refrigerator is leaking.</i>
Sink	<i>The sink is leaking.</i>
Toilet	<i>The toilet is stopped up.</i>
Bathtub	<i>The bathtub is stopped up.</i>

- Give students **Handout HO 2.1**. Ask students to describe the problems. Write answers on the board for students to copy.

BEST COPY AVAILABLE

PRACTICE

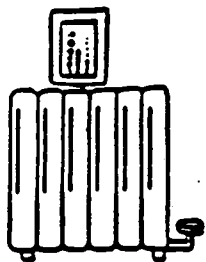
- Hand visuals to students. Have students ask you what's wrong. Tell students your problem. The student with the appropriate visual should come up and display the visual in the front of the room. Continue with all problems.
- Hand out cue cards. Have students practice asking and answering questions about problems in pairs or groups.

EXPANSION

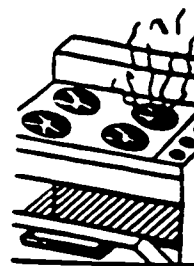
- Role play a conversation between an apartment manager and a tenant with a problem in his/her apartment. You take the part of the manager.

BEST COPY AVAILABLE

What's the problem?



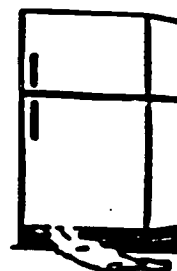
1. The heat doesn't work.



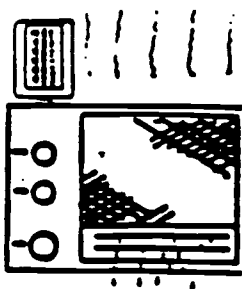
2. _____



3. _____



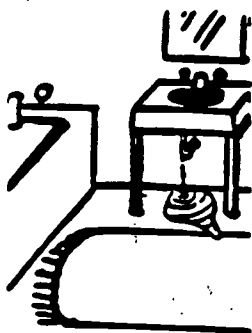
4. _____



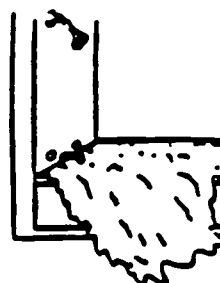
5. _____



6. _____



7. _____



8. _____

MODULE 8 EMPLOYMENT

OBJECTIVES:

***UNIT 1: IDENTIFY JOB
TITLES***

***UNIT 2: TALK ABOUT
WORK
EXPERIENCE***

BEST COPY AVAILABLE

EMPLOYMENT UNIT 1: JOBS

OBJECTIVE

• *Identify job titles.*

LANGUAGE EXAMPLES

GRAMMAR

He's a truck driver.

BE contractions

MATERIALS:

VISUALS (Occupations):

farmer	soldier	repairman	truck driver
cashier	student	seamstress	cook
teacher	secretary	babysitter	painter
mechanic	gardener	construction worker	waiter/waitress

CUE CARDS

HANDOUTS:

EM 1.1

BEST COPY AVAILABLE

EMPLOYMENT -- JOBS

PRESENTATION

- Point to yourself and say, "I teach English. I'm a teacher." Repeat several times. Then say, "What am I? I'm a teacher."
- Hold up the visual of the truck driver. Say, "He's a truck driver." Repeat several times. Have students repeat. Ask, "What is he?" Have students respond, "He's a truck driver," first chorally, then individually. Display the visual in the front of the room.
- Continue with the other visuals of occupations. Review at random by pointing to visuals and asking, "What is he?" "What is she?"
- Write the question and answer on the board for students to copy.
- Give students **Handout EM 1.1**. Ask students to identify the occupations. Write the answers on the board for students to copy on their handouts.

PRACTICE

- Hand out visuals to students. Say, "Who's a truck driver? The student with the appropriate visual should come forward and say, "I'm a truck driver." Continue with the other job titles.

BEST COPY AVAILABLE

- Hand out the cue cards. Have students practice asking and answering the questions "What is he?" and "What is she?"

EXPANSION

- Have students work on picture dictionaries. Bring in magazines so that students can cut out pictures of various occupations and label them.

BEST COPY AVAILABLE

What is she?



1. teacher



2. _____



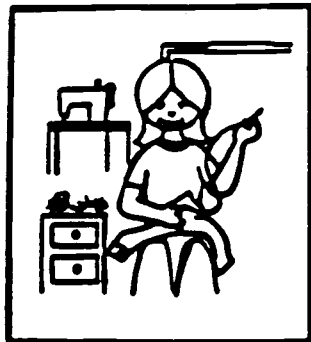
3. _____



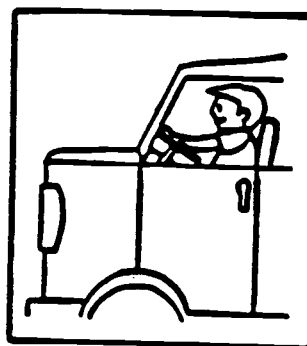
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



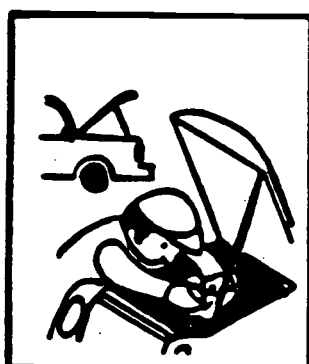
11. _____



12. _____



13. _____



14. _____



15. _____



16. _____

EMPLOYMENT UNIT 2: EXPERIENCE

OBJECTIVE

• *Talk about work experience.*

LANGUAGE EXAMPLES

I was a truck driver.
What are you now?

GRAMMAR

BE: past tense
Question words: what

MATERIALS:

VISUALS (Occupations):

farmer	soldier	repairman	truck driver
cashier	student	seamstress	cook
painter	teacher	secretary	babysitter
mechanic	gardener	construction worker	waiter/waitress

CUE CARDS

HANDOUTS:

EM 2.1

BEST COPY AVAILABLE

EMPLOYMENT -- TALK ABOUT WORK EXPERIENCE

PRESENTATION

- Review job titles and occupations. For example, hold up the visual of the teacher and say, "What am I?" Students respond, "A teacher."
- Say, "I'm going to tell you about my friend, Jose. Jose is from El Salvador. Now he lives in Arlington. He was a truck driver in El Salvador. Now he is a cook."
- Hold up the visuals of the cook and the truck driver. Review the story. Say, "This is my friend, Jose. He's from El Salvador. He lives in Arlington now. He's a cook now. Before he was a truck driver."
- Write **NOW (USA-1994)** on the left side of the board. Directly under it write, **Jose - cook**. Say, "Jose is a cook now." Point to the word NOW and to 1994 and say, "Now." Repeat. Say, "What is Jose now? He's a cook."
- Call on individual students and ask, "What are you?" Have students respond, "I'm a (job title)". If they are not working, fill in the most appropriate "title" such as homemaker, unemployed or student. Write their names and responses under **NOW (USA-1994)**.
- Write **BEFORE (MY COUNTRY)** to the right of **NOW (USA-1994)**. Directly under it write **truck driver**. Say, "Jose was a truck driver in El Salvador. Now he's a cook. Before he was a truck driver." Point to BEFORE and say, "Before." Repeat. Say, "What was Jose before? He was a truck driver."

- Continue, "Now you are in the United States. Before you were in _____. " (Point to first list.) "Now you are _____. What were you in your country? What were you before?"
- Call on individual students in the same order you did for the first list. Ask, "What were you before? Have students respond, "I was a (job title) . Write their responses under BEFORE (MY COUNTRY).
- Write the questions and sample answers on the board for students to copy.

PRACTICE

- Hand out the cue cards. Have students practice asking and answering the questions "What are you now?" and "What were you before?"
- Give students **Handout EM 2.1**. Have students circulate and fill in the grid by asking, "*What are you now?*" and "*What were you before?*"

NOTE: These may not be typical of the kind of questions used when asking about a person's occupation. However, they are appropriate for this level of language proficiency.

BEST COPY AVAILABLE

EXPANSION

- Have students write a simple paragraph similar to the story about Jose. Guide them by giving them the following questions:

What's your name?

Where are you from?

What are you now?

What were you in your country?

The paragraph should look something like this:

My name is Carmen. I am from Nicaragua. I am a babysitter now. I was a teacher in Nicaragua.

BEST COPY AVAILABLE

Ask your classmates questions.

NAME	WHAT ARE YOU NOW?	WHAT WERE YOU BEFORE?

Neighbor to Neighbor

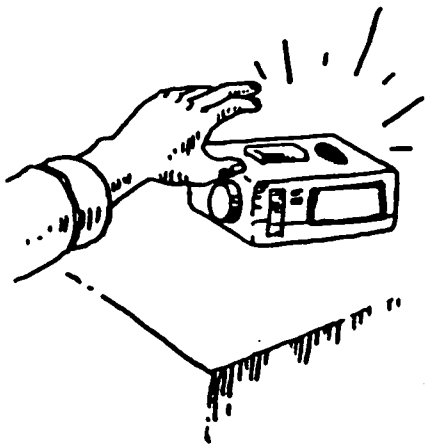
An ESL Curriculum for Volunteers

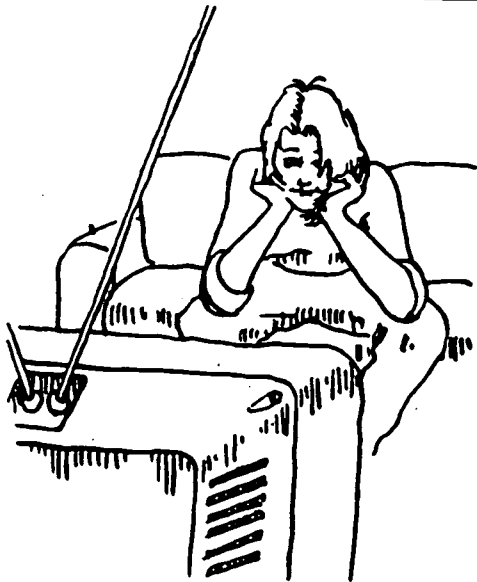
Cue Cards

CUE CARDS

Note to teachers:

Make a copy of these and set the original aside for your master. The copies are meant to be cut up and used by students in pairs and small groups.





SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUN.

MON.

TUE.

WED.

THU.

FRI.

SAT.

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

T/C: Months

JAN.

FEB.

MAR.

APR.

MAY

JUNE

JULY

AUG.

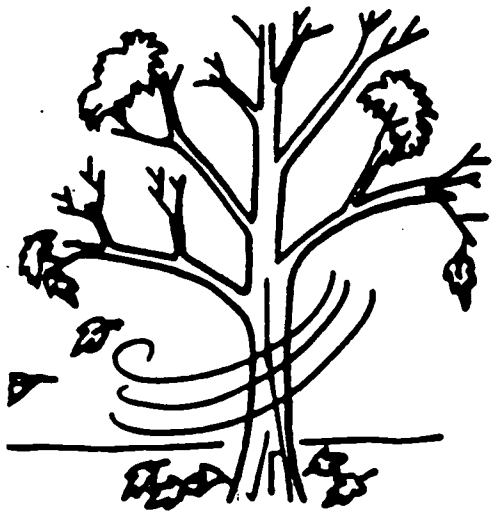
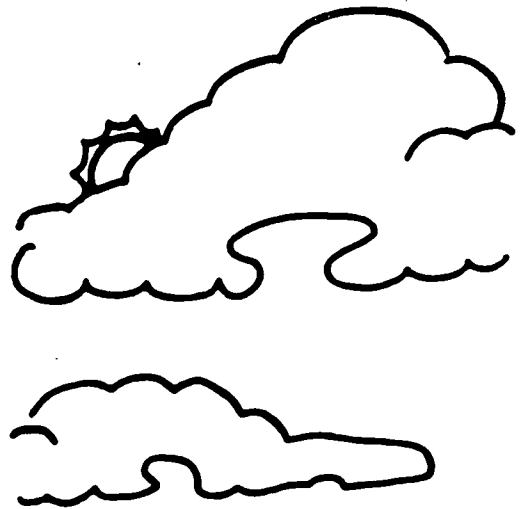
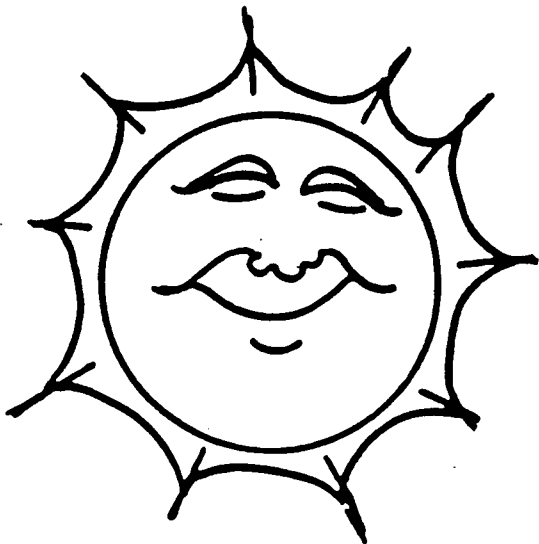
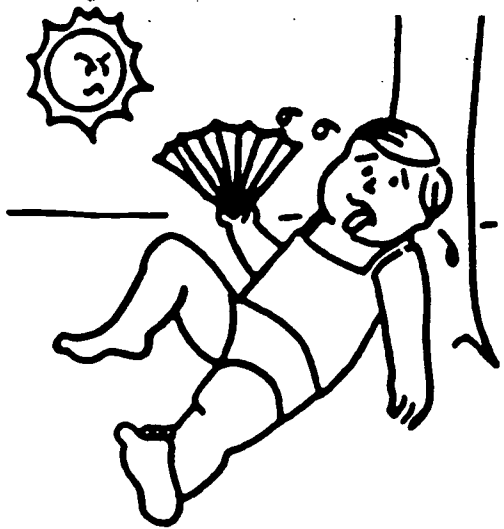
SEPT.

OCT.

NOV.

DEC.





DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

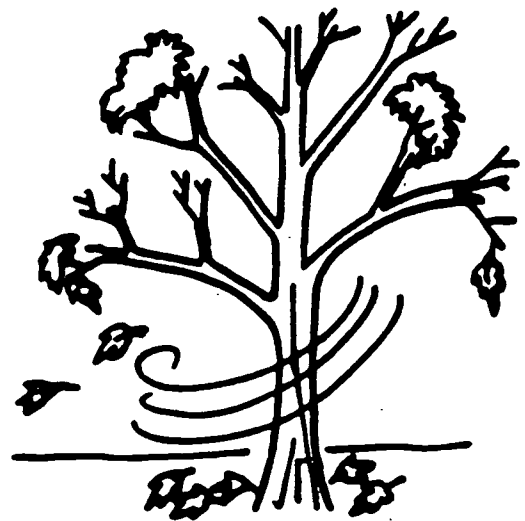
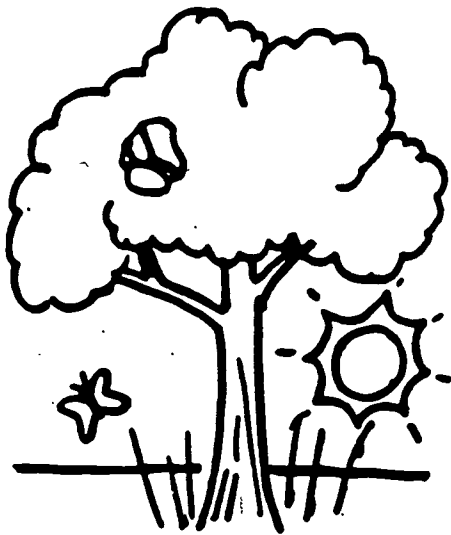
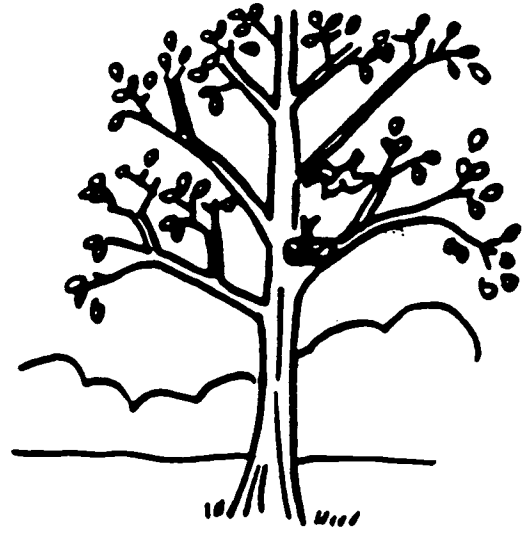
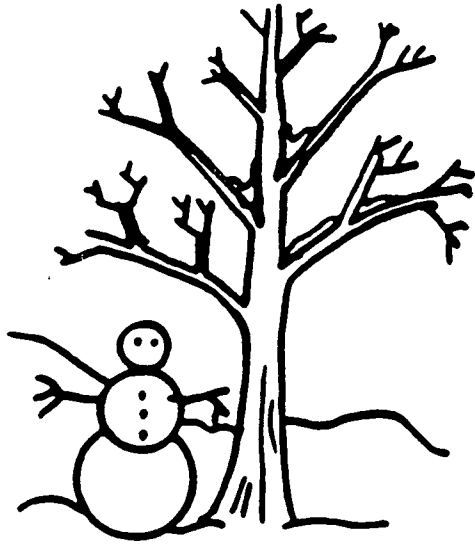
JULY

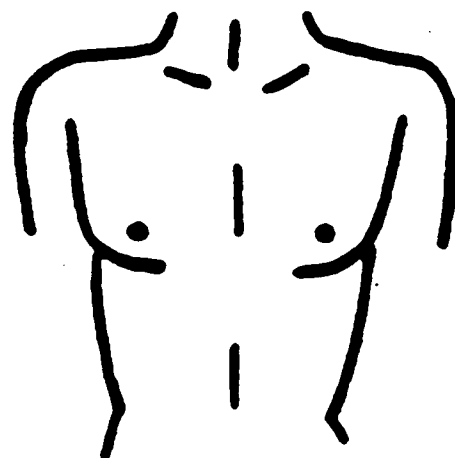
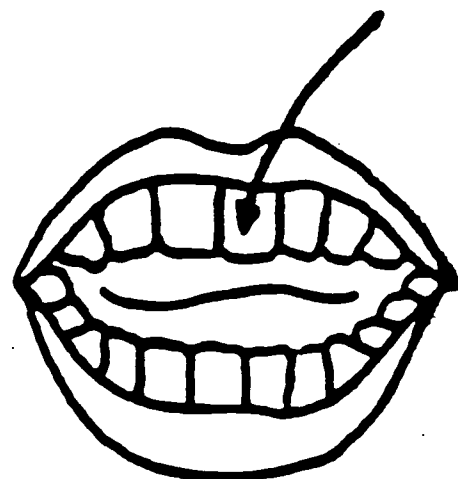
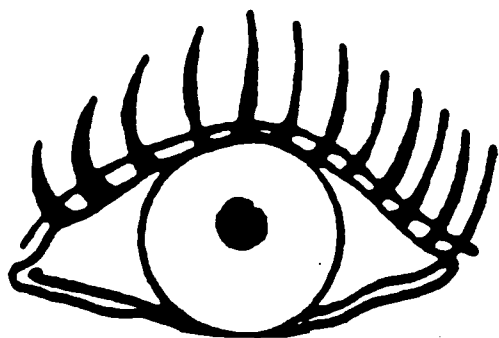
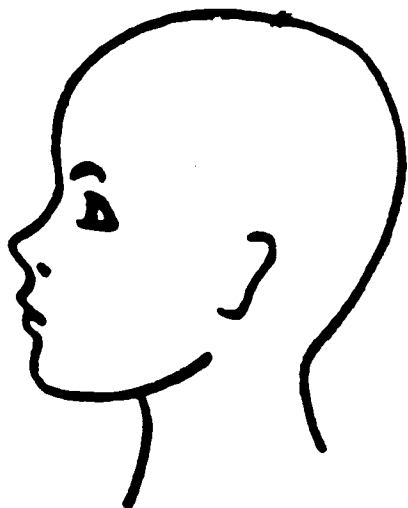
AUGUST

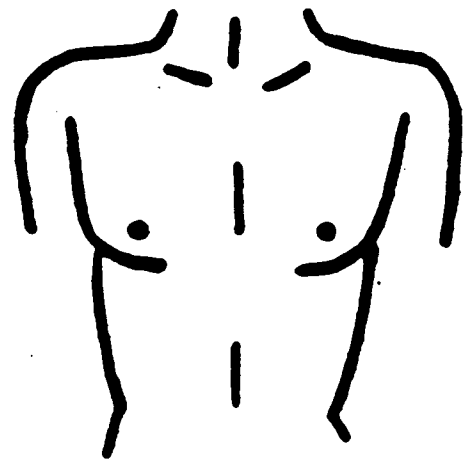
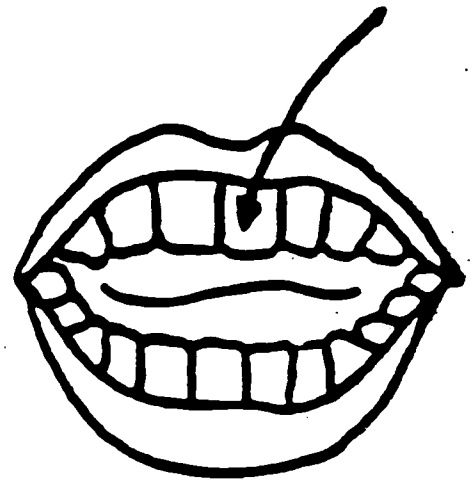
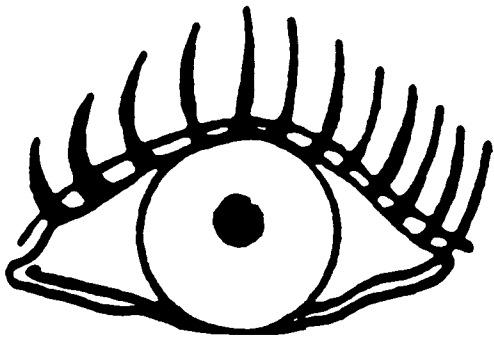
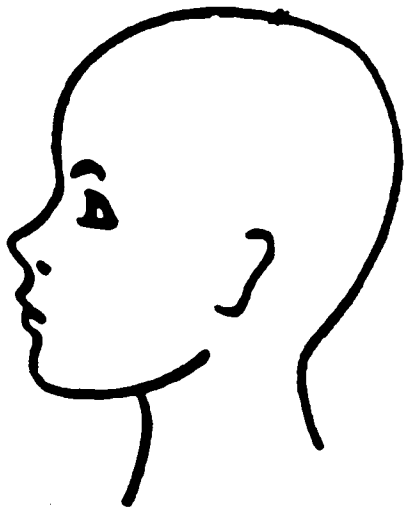
SEPTEMBER

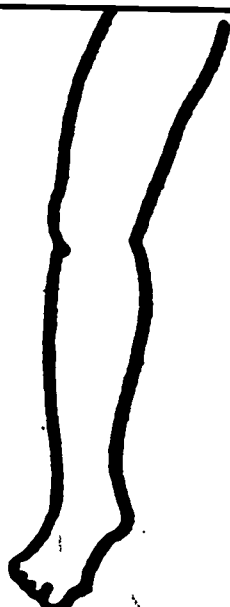
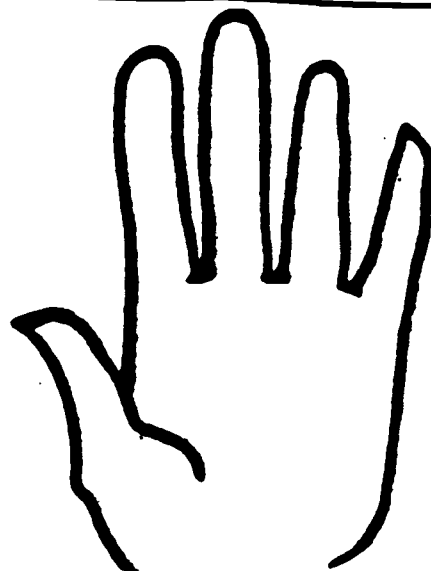
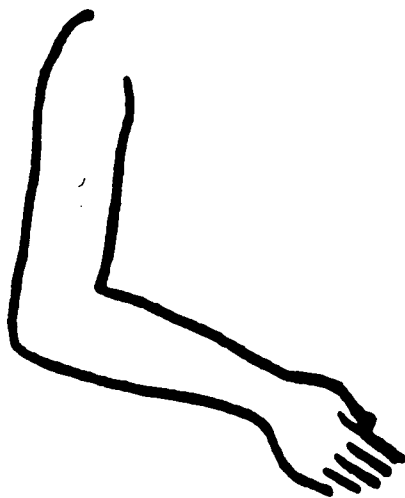
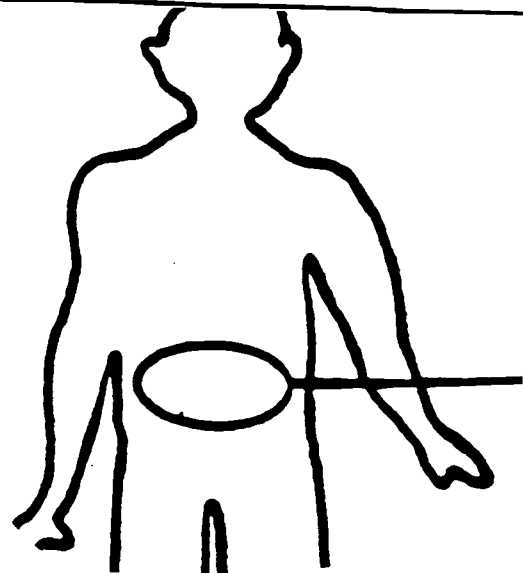
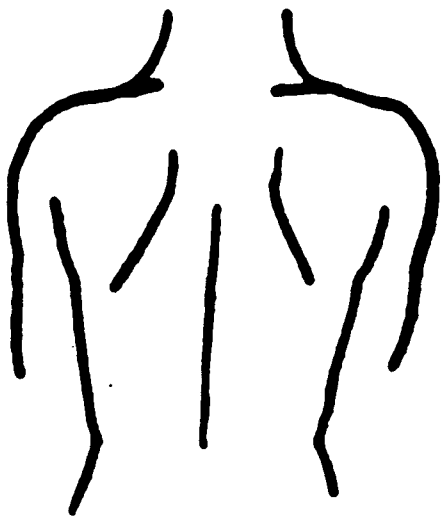
OCTOBER

NOVEMBER

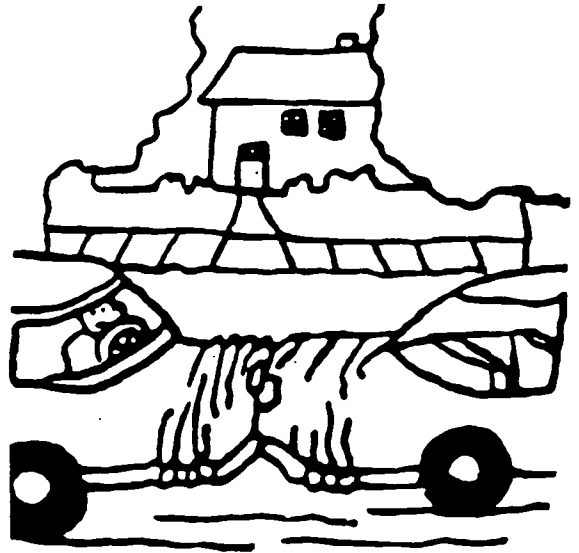
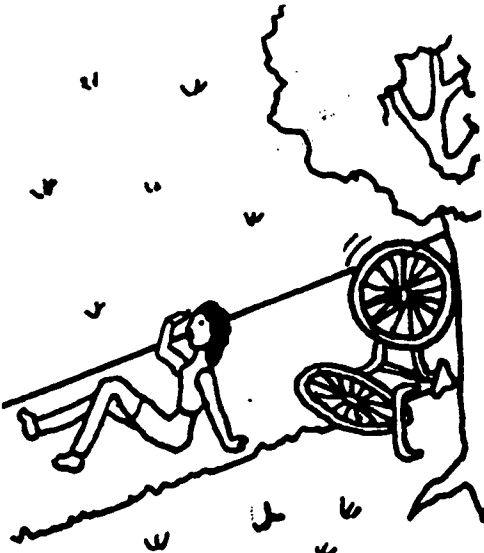
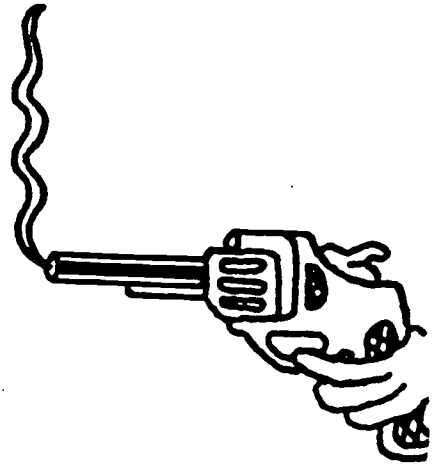
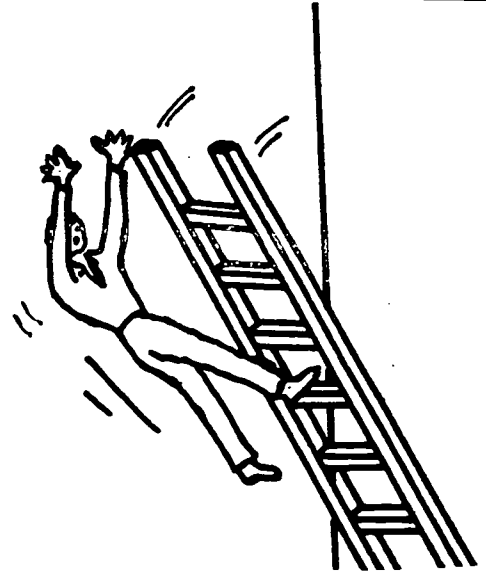




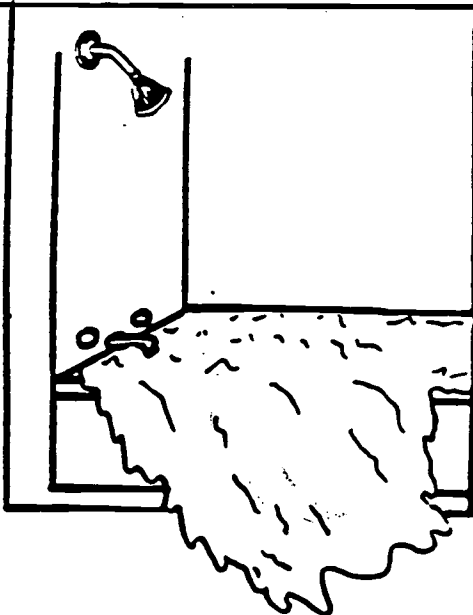
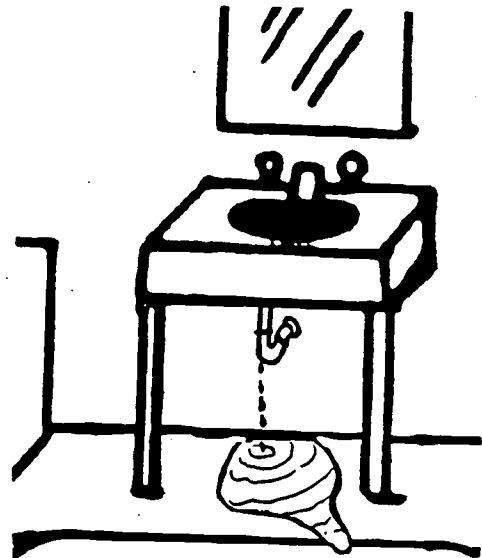
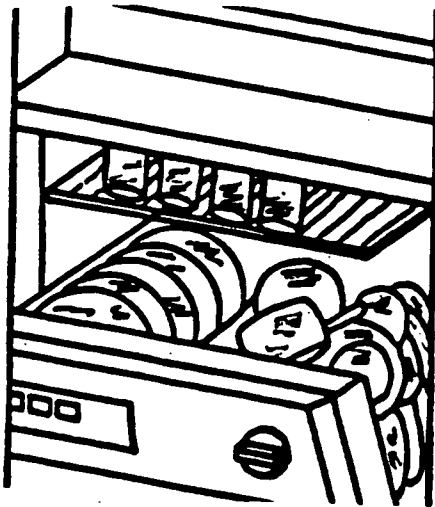
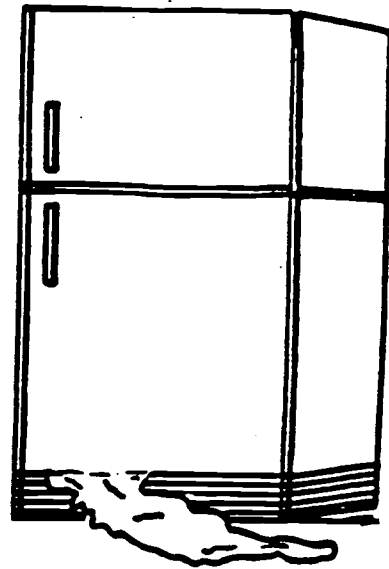
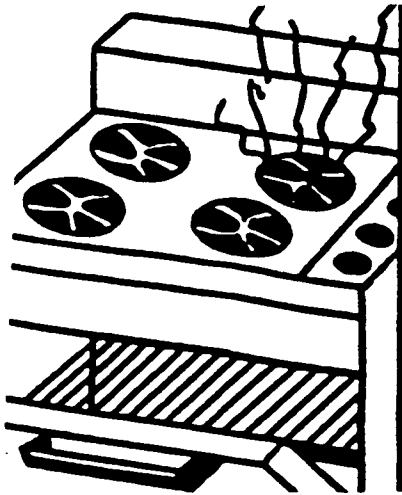


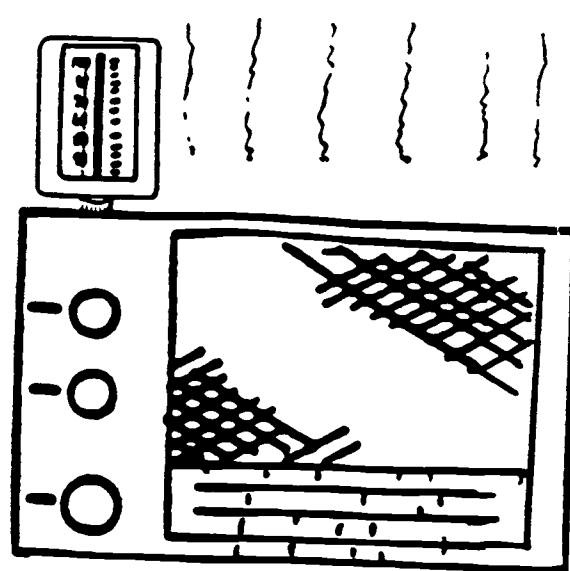
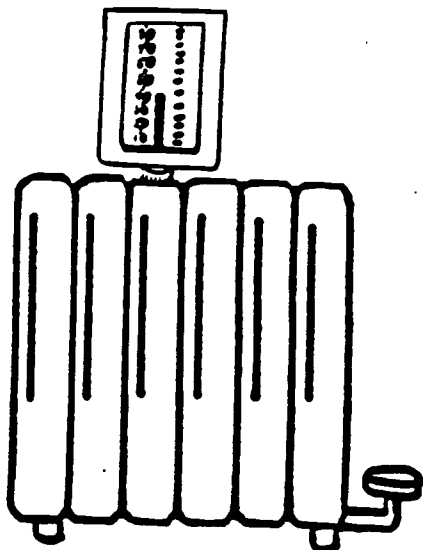


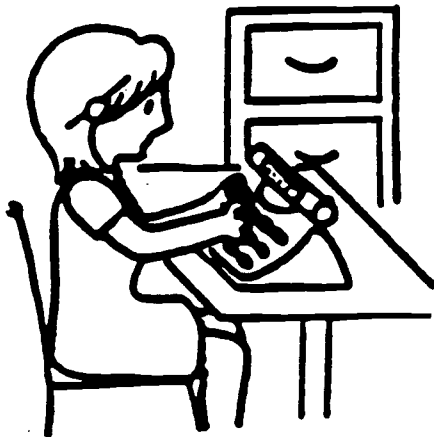




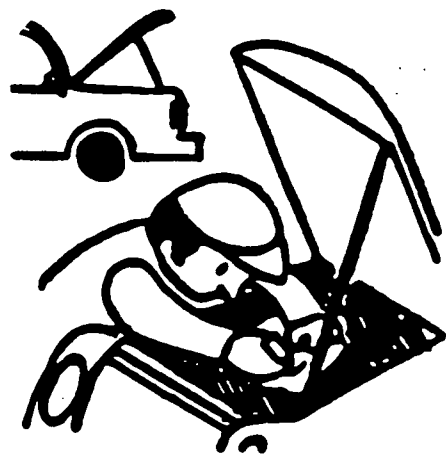
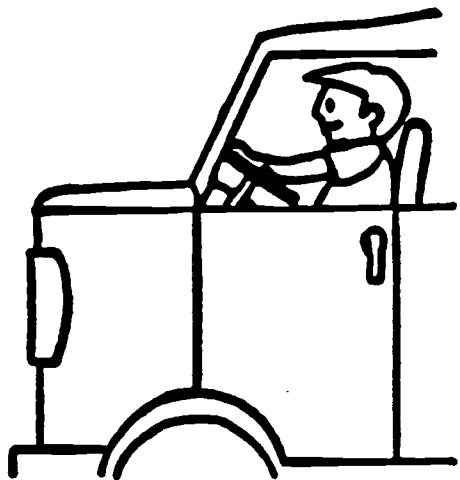
He: Emergencies

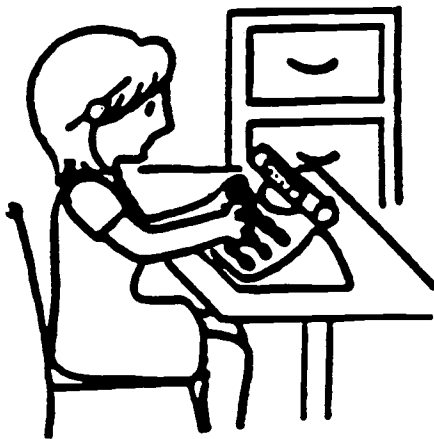




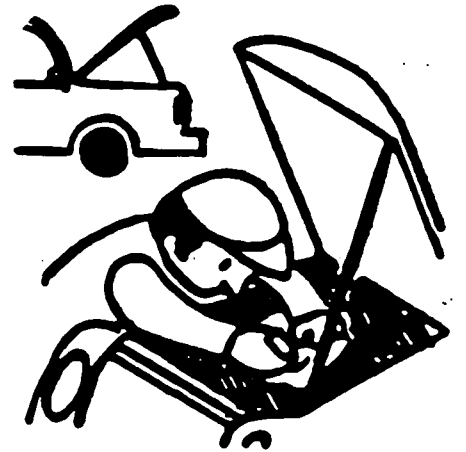
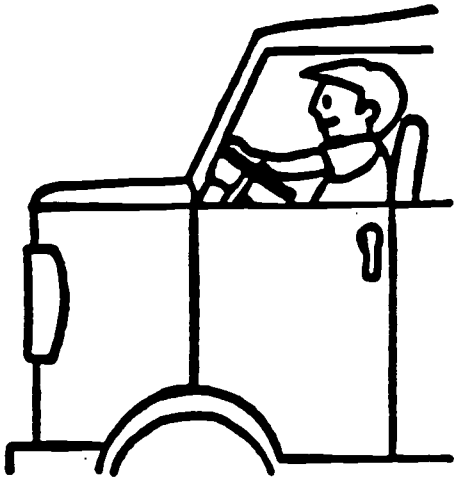












Neighbor-to Neighbor

An ESL Curriculum for Volunteers

Handouts

Name _____
First Last

1. Country _____

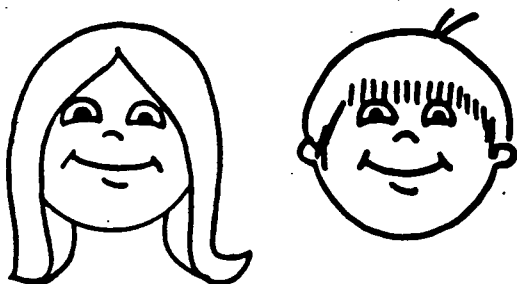
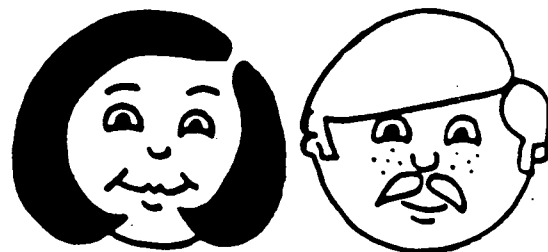
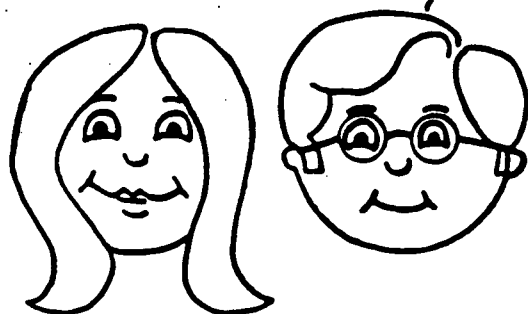
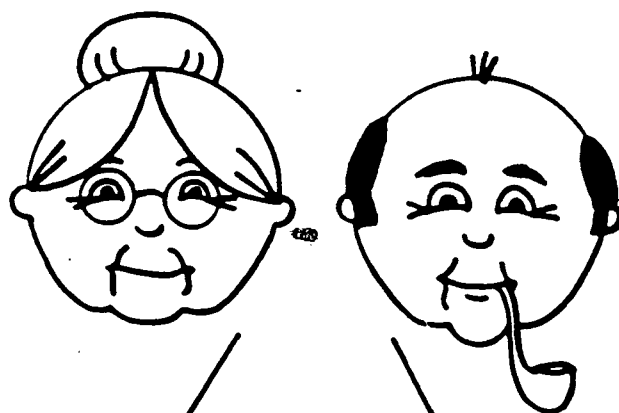
2. Native Country _____

3. NAME _____
Last First

COUNTRY _____

4. NAME _____
First Last

NATIVE COUNTRY _____



Ask your classmates questions.

NAME	ARE YOU MARRIED?	DO YOU HAVE CHILDREN?	HOW MANY BROTHERS AND SISTERS DO YOU HAVE?

NAME _____
FIRST LAST

COUNTRY _____

NAME _____
Last First

Single / Married /

NAME OF HUSBAND/WIFE _____
Last First

NAMES OF CHILDREN
Last First

Name _____

Country _____

1. Street _____

City _____

State _____

Zip Code _____

2. _____
Number Street Apt. #

3. _____
City State Zip Code

4. ADDRESS _____
Number Street Apt. #

City State Zip Code

5. Name _____ Country _____
Last First

Address _____
Number Street Apt. #

City State Zip Code

NAME _____
Last First

ADDRESS _____
Number Street Apt. #

City State Zip Code

TELEPHONE () _____

NATIVE COUNTRY _____

/ / MALE / / FEMALE / / SINGLE / / MARRIED

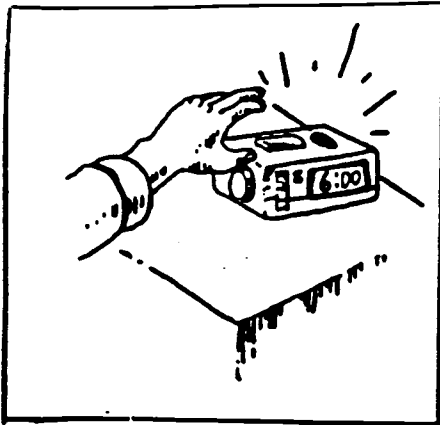
NAME OF HUSBAND/WIFE _____
Last First

NAMES OF CHILDREN M/F

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write the questions and answers.

Name _____



1. What time do you get up?

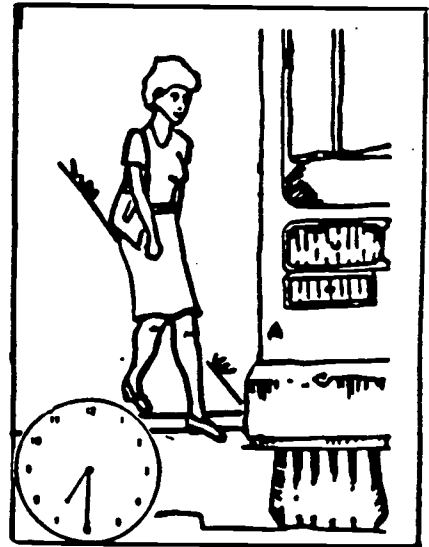
I get up at 6:00.



2. _____



3. _____ ?

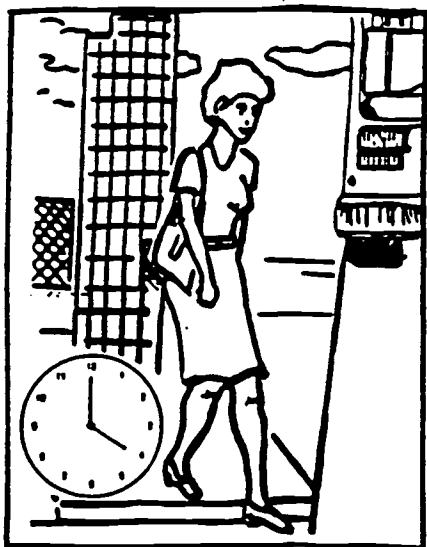


4. _____ ?

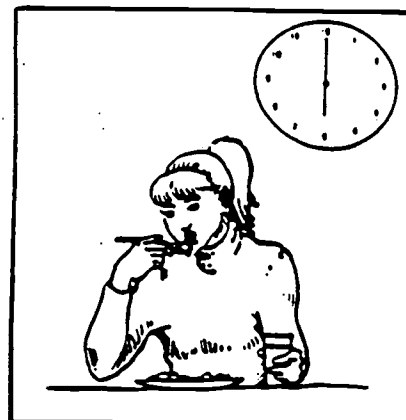


5. _____ ?

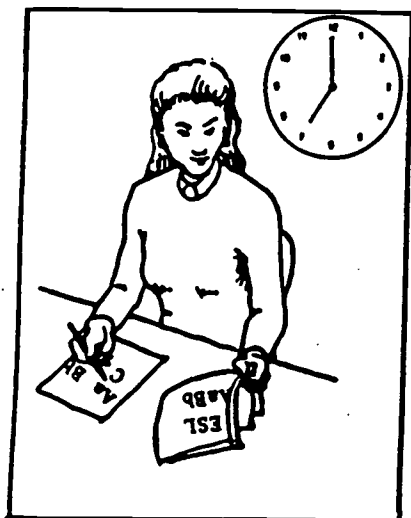
_____ .



6. _____ ?



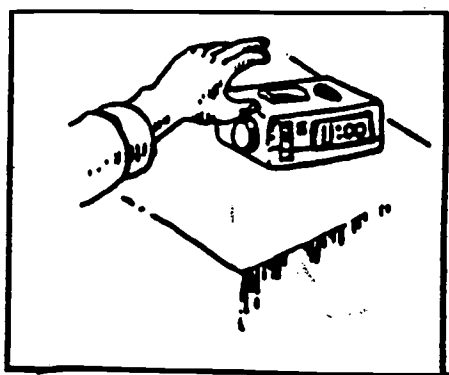
7. _____ ?



8. _____ ?



9. _____ ?



10. _____ ?

What time do you _____ ?

Name	get up?	go to work?	eat lunch?	go home?	watch T.V.?	go to bed?

Draw a line to the same month - from the long form to the short form.

JANUARY

MAR.

FEBRUARY

JAN.

MARCH

AUG.

APRIL

FEB.

MAY

SEPT.

JUNE

DEC.

JULY

OCT.

AUGUST

JUNE

SEPTEMBER

MAY

OCTOBER

NOV.

NOVEMBER

APR.

DECEMBER

JULY

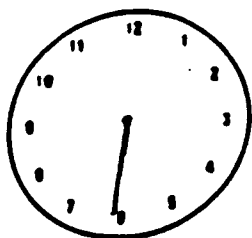
NAME _____

Write the long forms of the months.

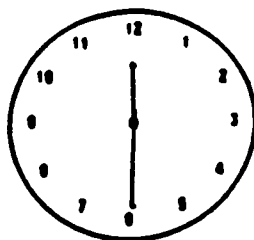
Example: **Dec.** December

1. **Jan.** _____
2. **Feb.** _____
3. **Mar.** _____
4. **Apr.** _____
5. **May** _____
6. **June** _____
7. **July** _____
8. **Aug.** _____
9. **Sept.** _____
10. **Oct.** _____
11. **Nov.** _____
12. **Dec.** _____

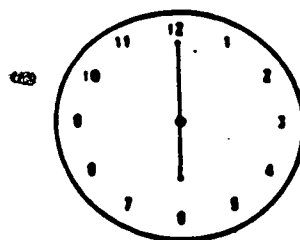
What time is it?



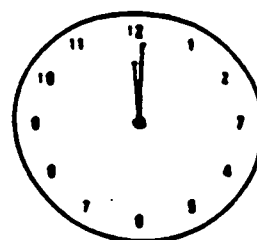
A. 6:30



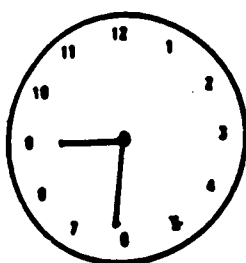
B. _____



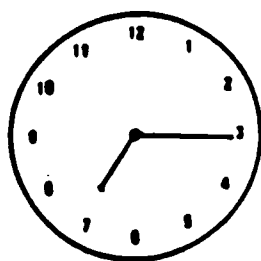
C. _____



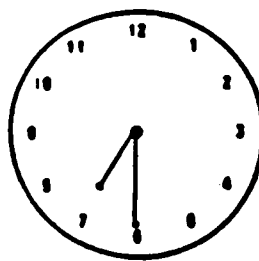
D. _____



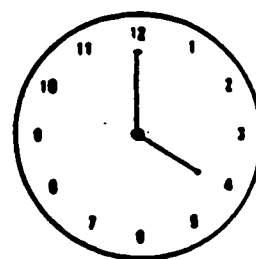
E. _____



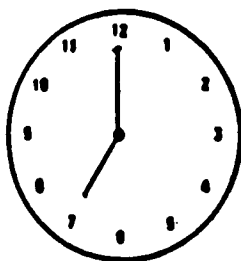
F. _____



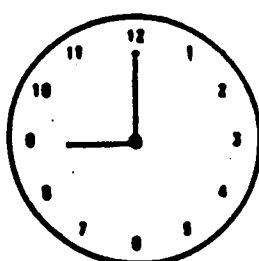
G. _____



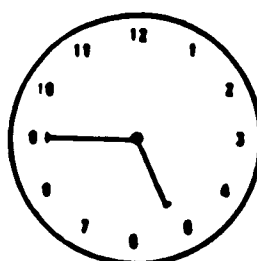
H. _____



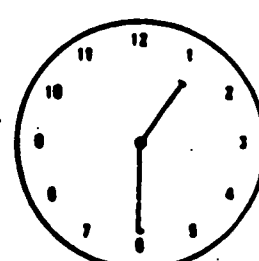
I. _____



J. _____



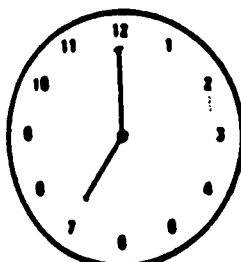
K. _____



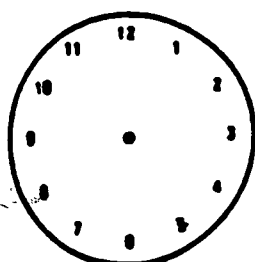
L. _____

Set the clock.

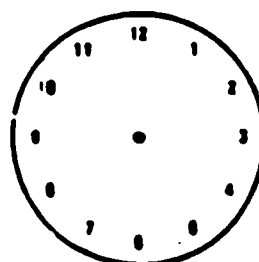
7:00



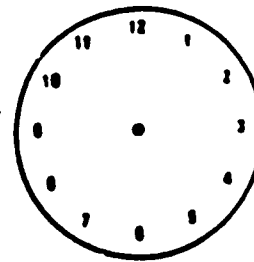
8:00



10:00



3:00

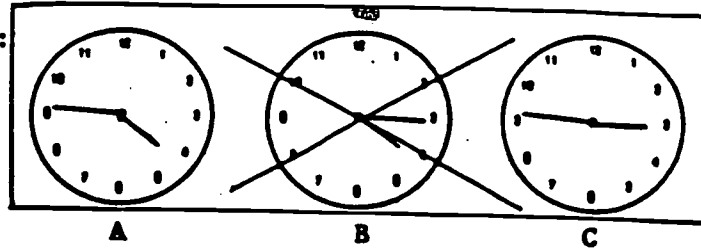


What time is it?

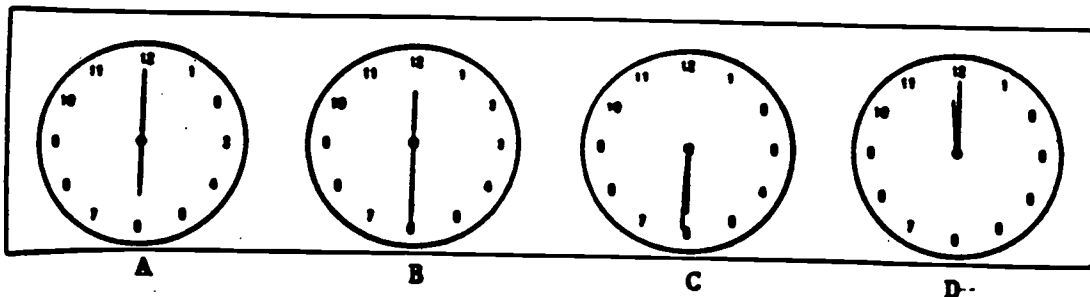
Put an X on the clock with the correct time:

Example: Teacher: "It's four fifteen."

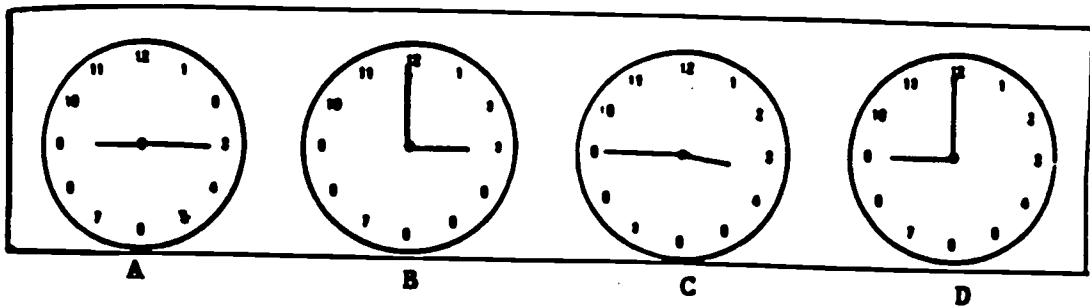
Student:



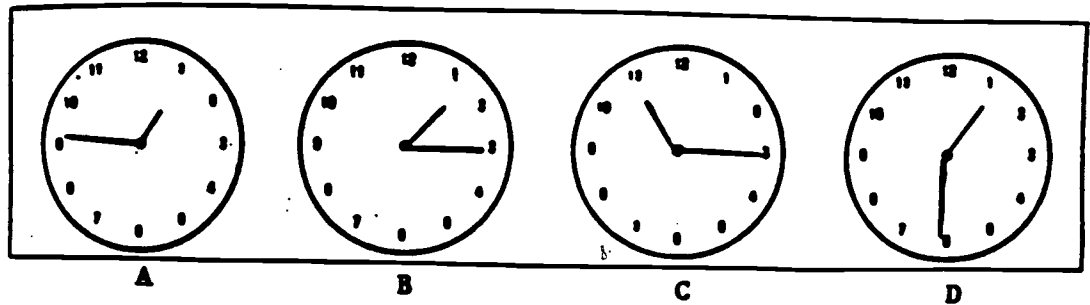
1.



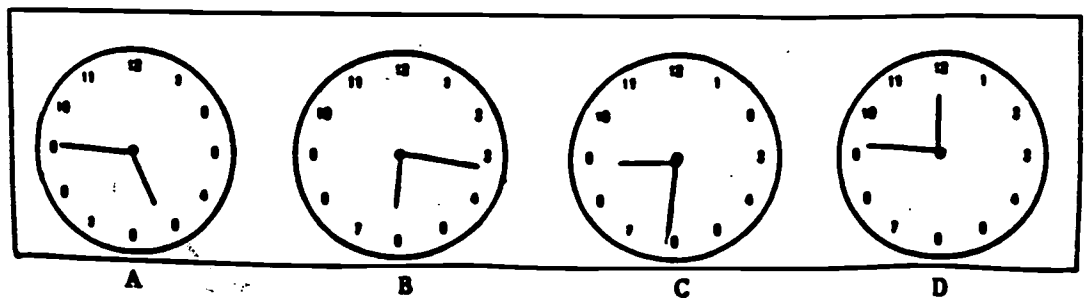
2.



3.



4.



2

[illegible]

Sunday

Sun.

NAME _____

Draw a line to the same day - from the long form to the short form.

SUNDAY

WED.

MONDAY

FRI.

TUESDAY

SUN.

WEDNESDAY

SAT.

THURSDAY

MON.

FRIDAY

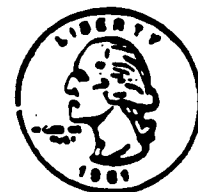
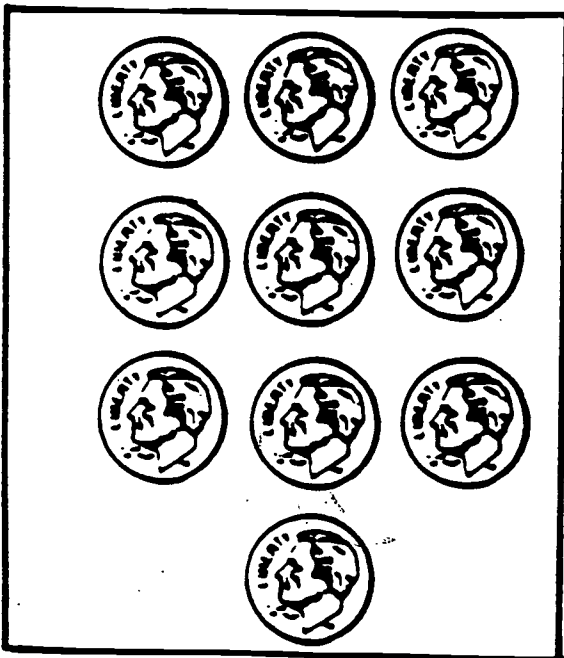
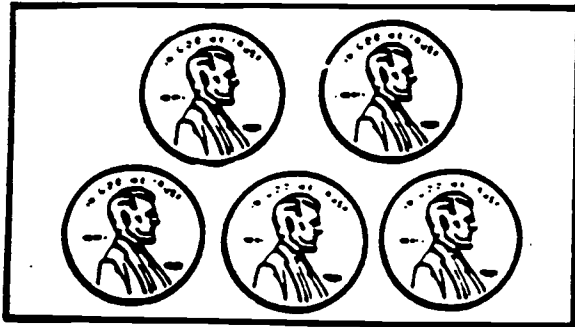
TUE.

SATURDAY

THU.

Draw a line to the same amount.

NAME _____



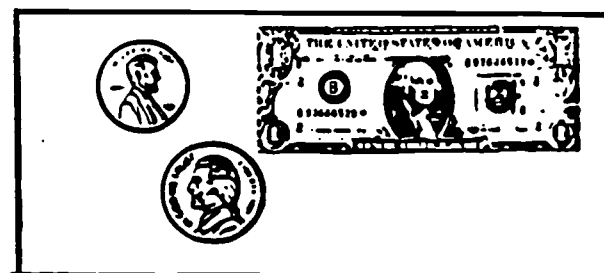
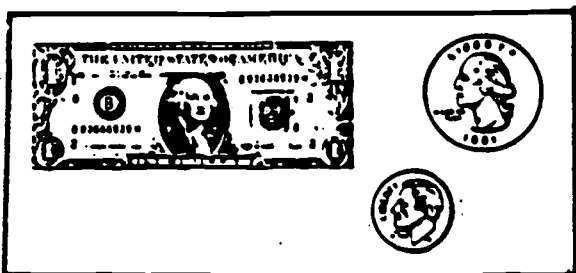
Circle the money you hear.

Name _____

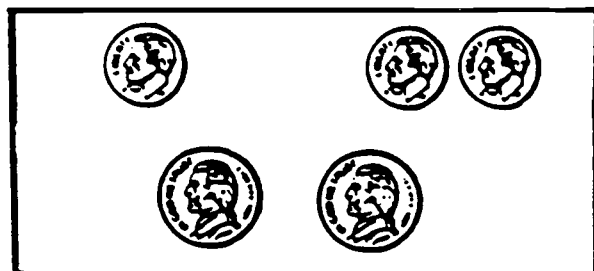
1.



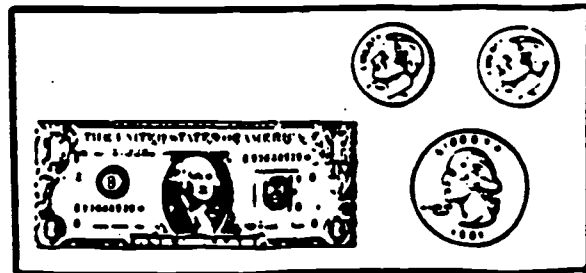
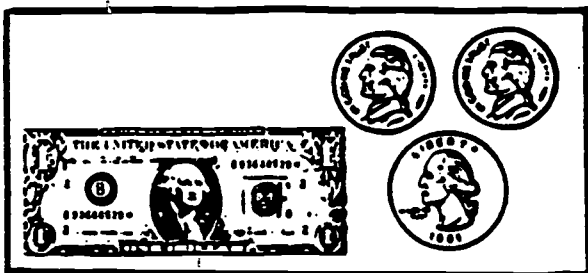
2.



3.

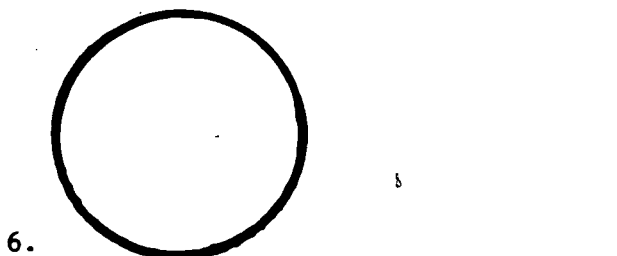
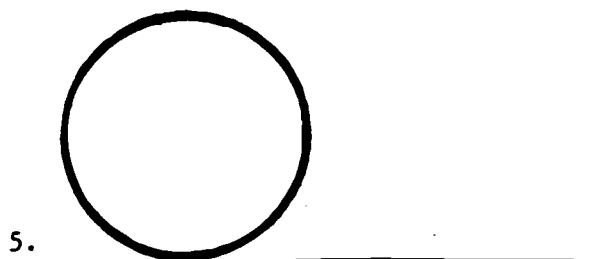
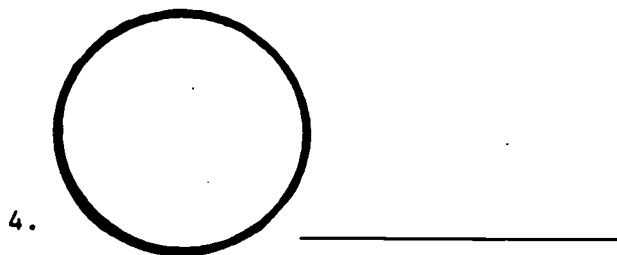
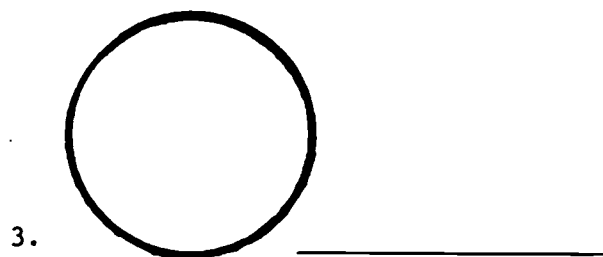
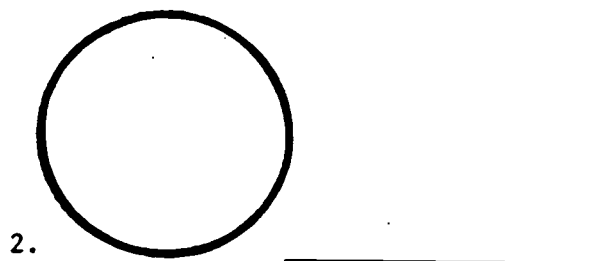
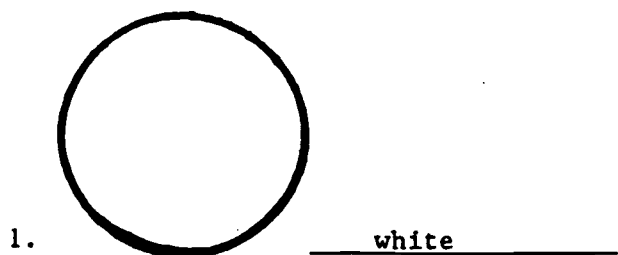


4.



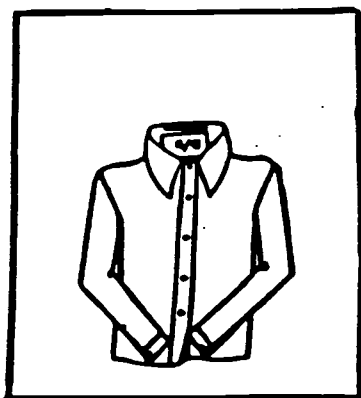
What color is it?

Name _____



How much is the shirt?

Name _____



1. shirt _____

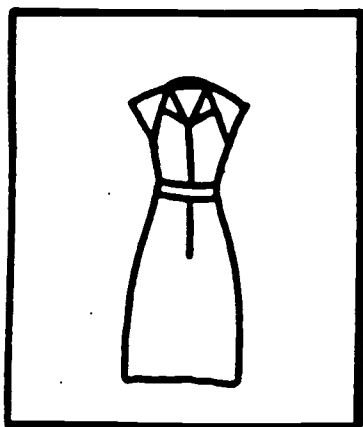
\$18.25 _____



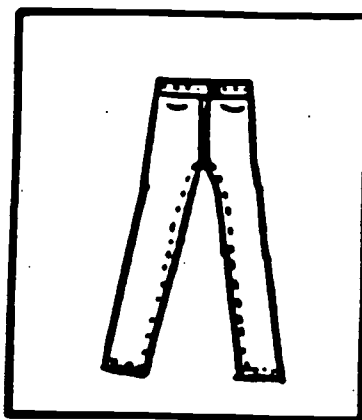
2. _____



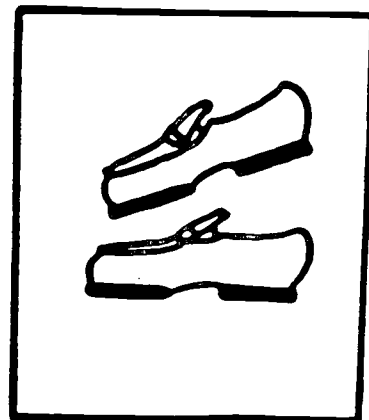
3. _____



4. _____



5. _____



6. _____

<p>S H T W T F S</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28</p>	<p>S H T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28</p>	<p>S H T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p>	<p>S H T W T F S</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p>	<p>S H T W T F S</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p>	<p>S H T W T F S</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30</p>
<p>S H T W T F S</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p>	<p>S H T W T F S</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p>	<p>S H T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p>
<p>S H T W T F S</p> <p>1 2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p>	<p>S H T W T F S</p> <p>1 2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p>



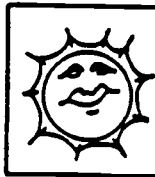
1. It's windy.



2.



3.



4.



5.

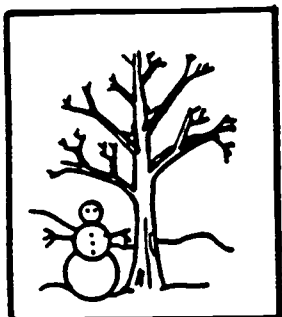


7.



8.

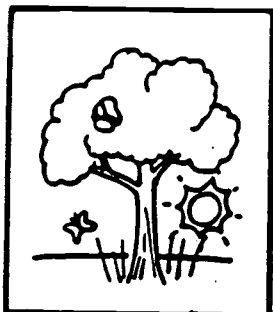
1.



2.



3.



4.



What season is it? Draw a line.

1. WINTER

MARCH
APRIL
MAY

2. SPRING

JUNE
JULY
AUGUST

3. SUMMER

DECEMBER
JANUARY
FEBRUARY

4. FALL

SEPTEMBER
OCTOBER
NOVEMBER

What is it?
How much is it?

Name _____

1.



It's a penny.

\$.01 1c

2.



_____.

_____.

3.



_____.

_____.

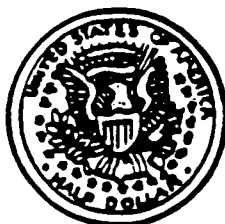
4.



_____.

_____.

5.

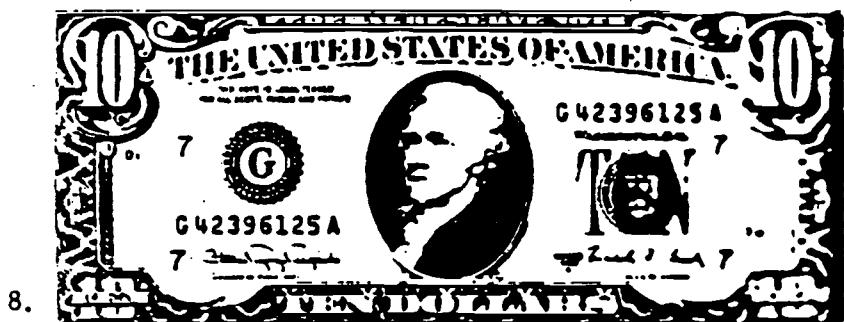


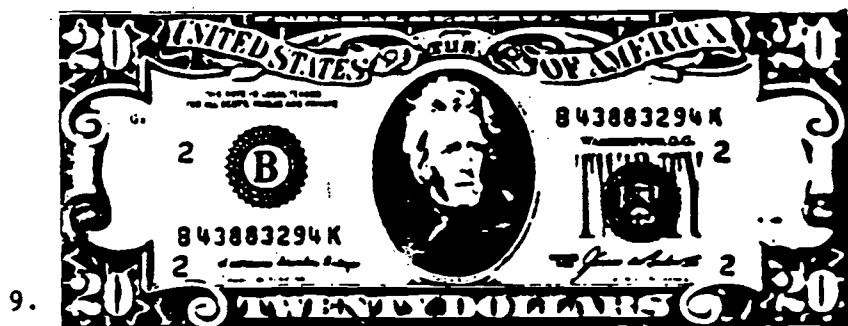
_____.

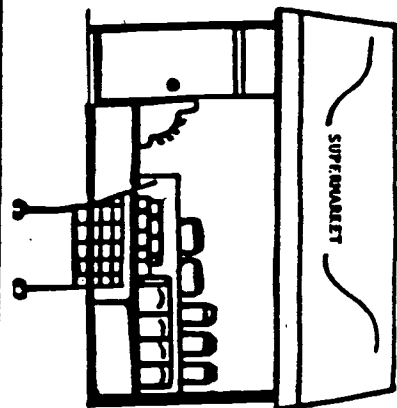
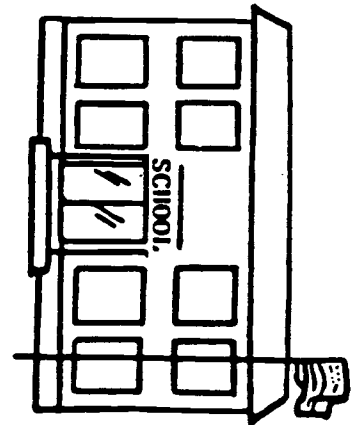
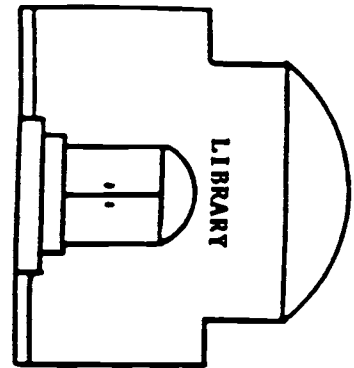
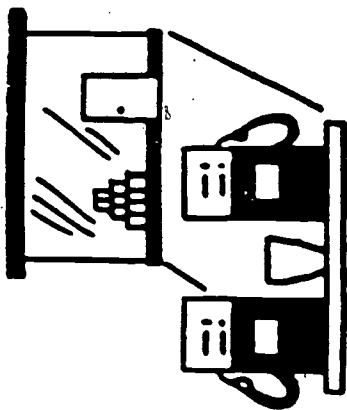
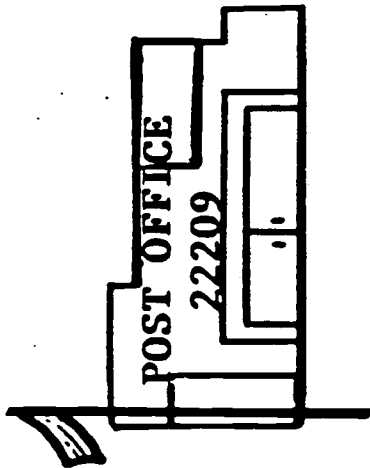
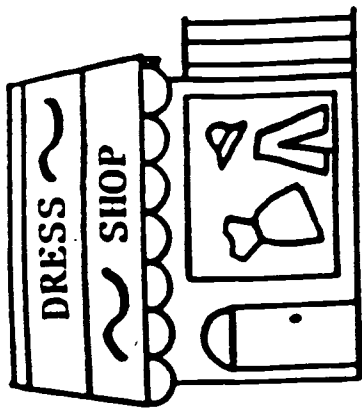
_____.



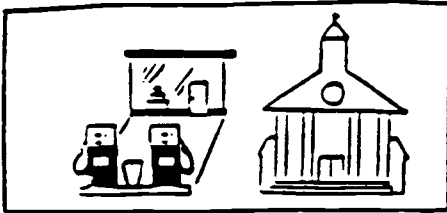




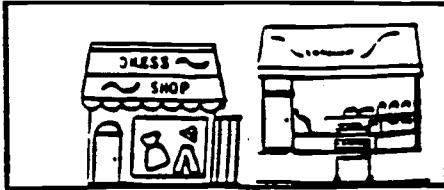




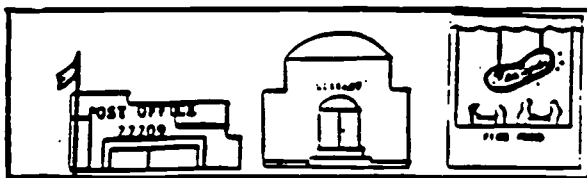
Where is the gas station?



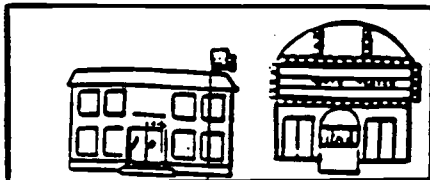
1. The gas station is next to the church.



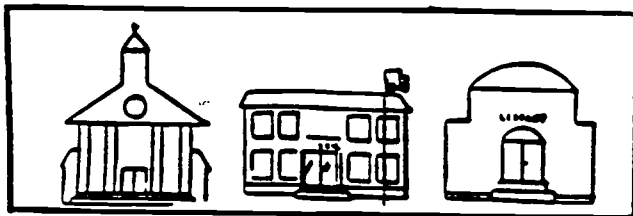
2. The dress shop is



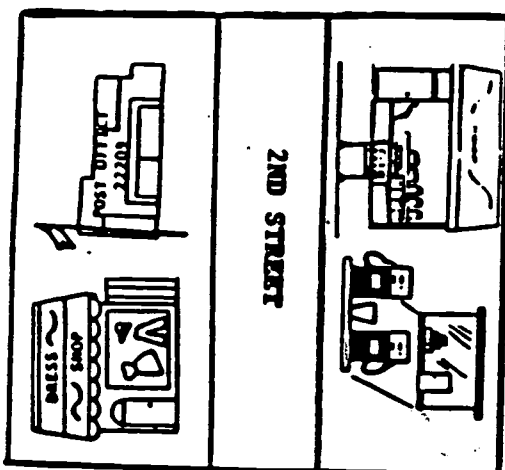
3. The library is



4. The movie theater is



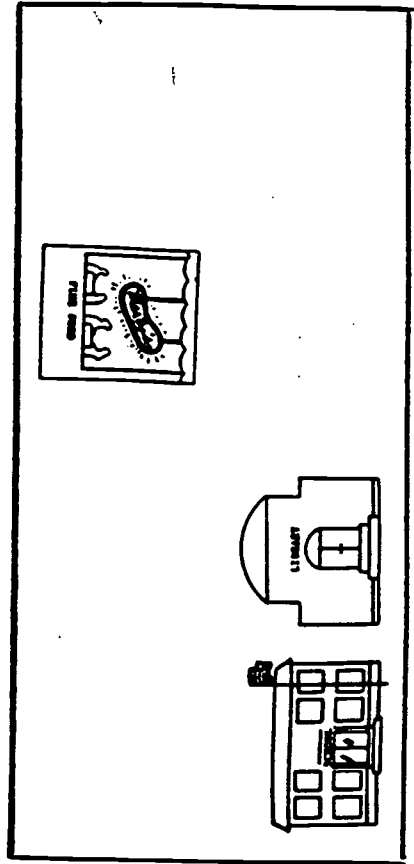
5. The school is



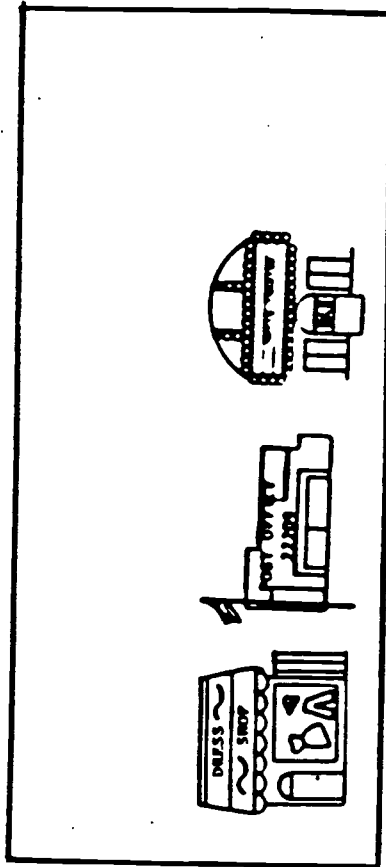
6. The gas station is the dress shop.

7. The Post Office is the supermarket

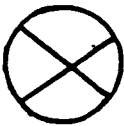
3RD STREET



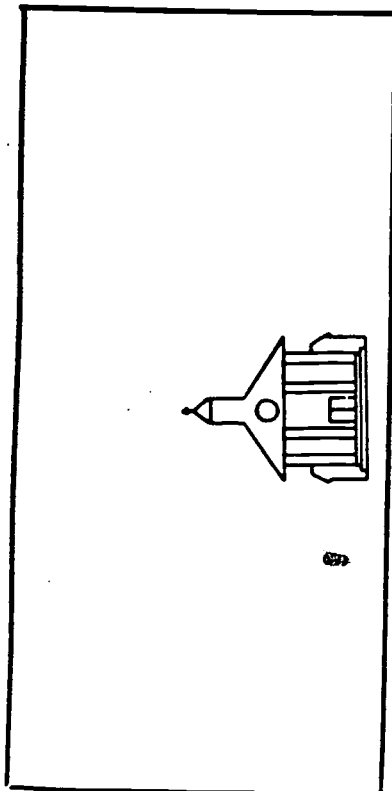
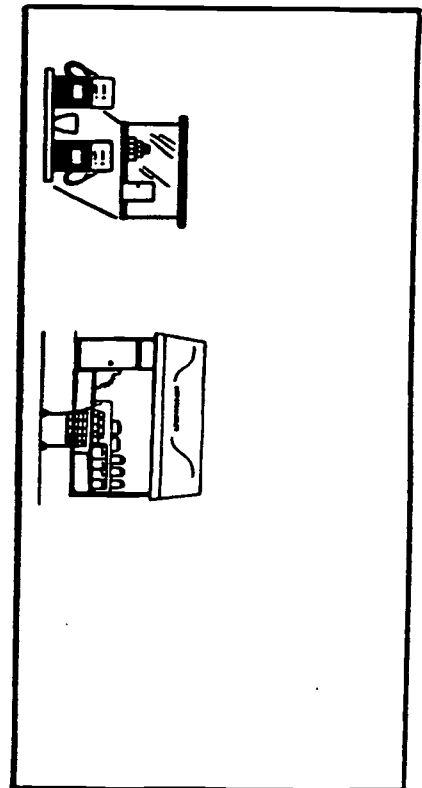
2ND STREET



1ST STREET

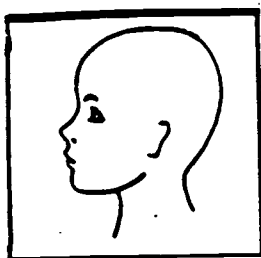


SCHOOL STREET

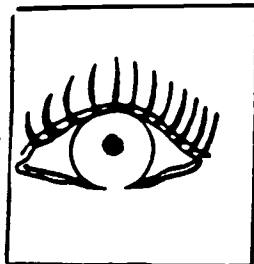


— You are here.

Fill in the blanks.



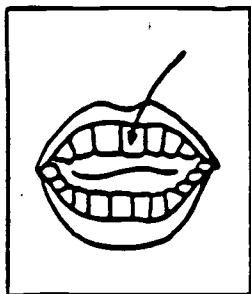
1. My _____ hurts.



2. My _____ hurts.



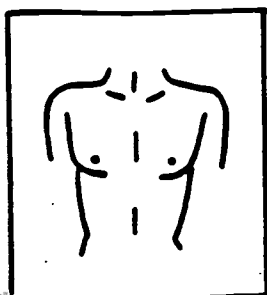
3. My _____ hurts.



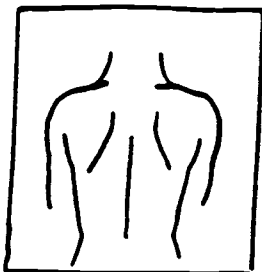
4. My _____ hurts.



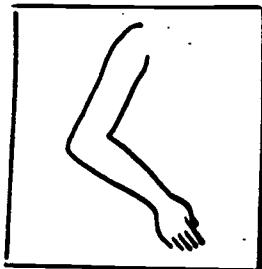
5. My _____ hurts.



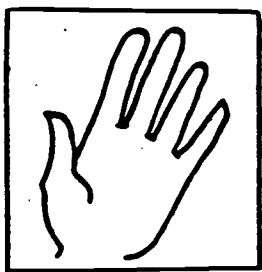
6. My _____ hurts.



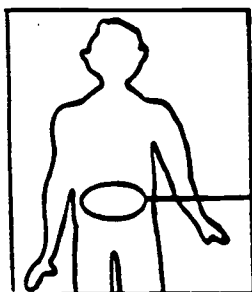
7. My _____ hurts.



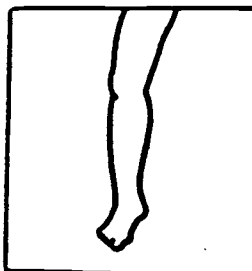
8. My _____ hurts.



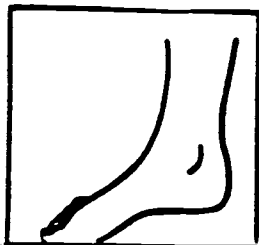
9. My _____ hurts.



10. My _____ hurts.



11. My _____ hurts.



12. My _____ hurts.

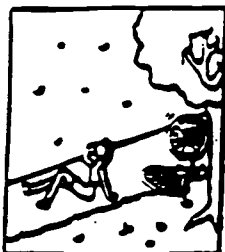
WHAT'S THE PROBLEM?

Handout HE 3.1
Health: Emergencies

Name _____



1. My sister is having a heart attack.



2. _____



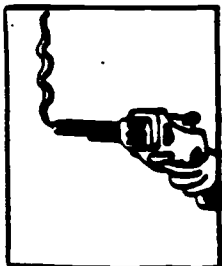
3. _____



4. _____



5. _____



6. _____

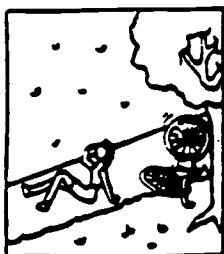
MATCH THE PICTURE WITH THE SENTENCE.

NAME _____



1.

___ My son is hurt.



2.

___ There's a man with a gun.



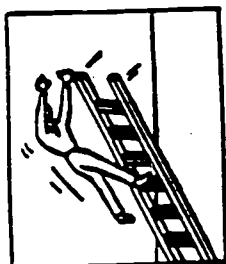
3.

___ My sister is having a heart attac



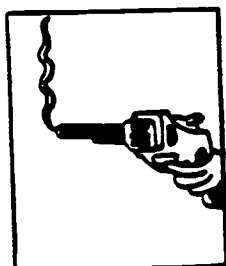
4.

___ My daughter is hurt.



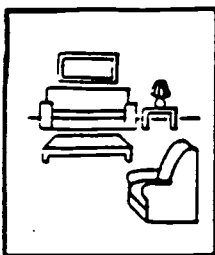
5.

___ There's a fire.

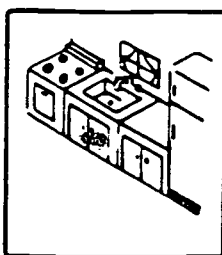


6.

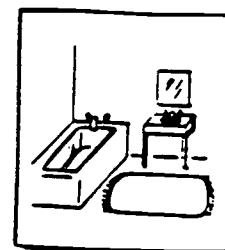
___ There's a car accident.



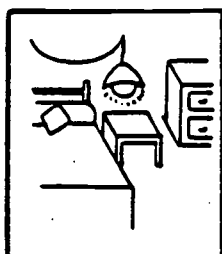
1. living room



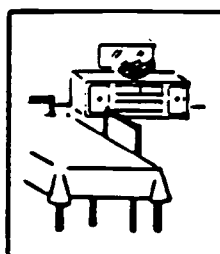
2. _____



3. _____



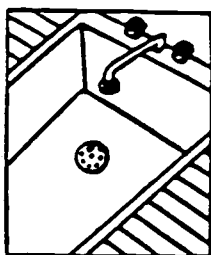
4. _____



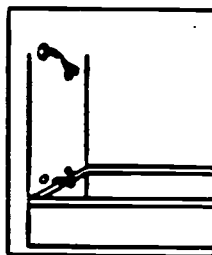
5. _____



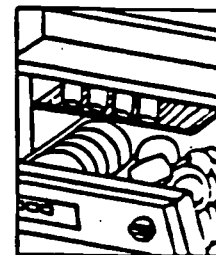
6. _____



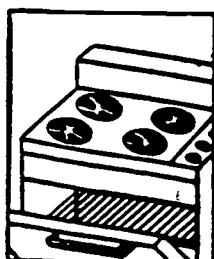
7. _____



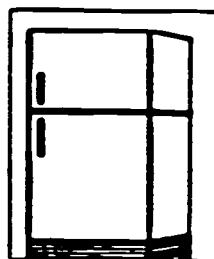
8. _____



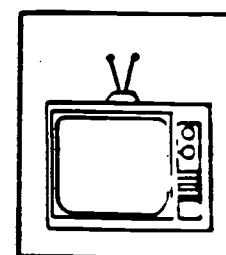
9. _____



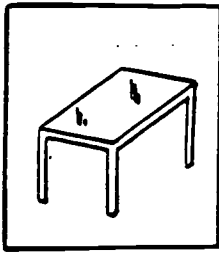
10. _____



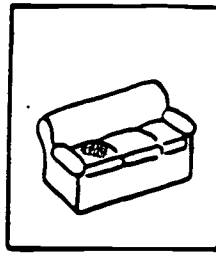
11. _____



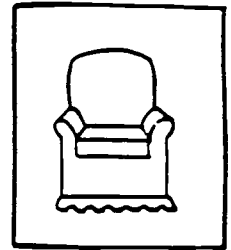
12. _____



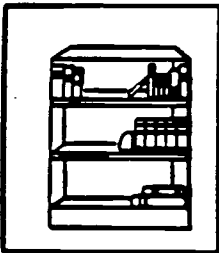
13. _____



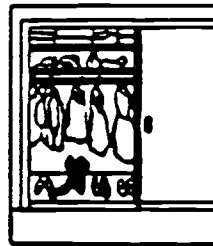
14. _____



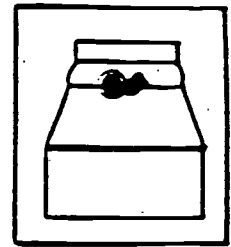
15. _____



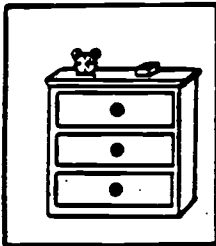
16. _____



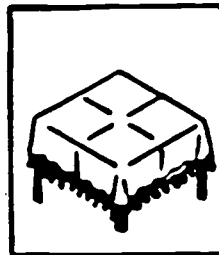
17. _____



18. _____



19. _____



20. _____

What is she?



1. teacher



2. _____



3. _____



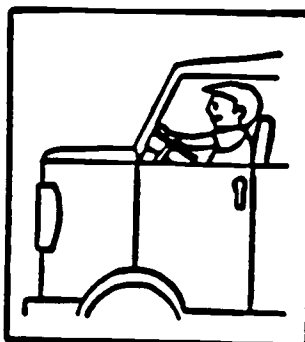
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



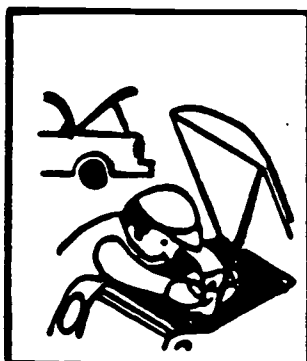
11. _____



12. _____



13. _____



14. _____



15. _____



16. _____

2

Q22

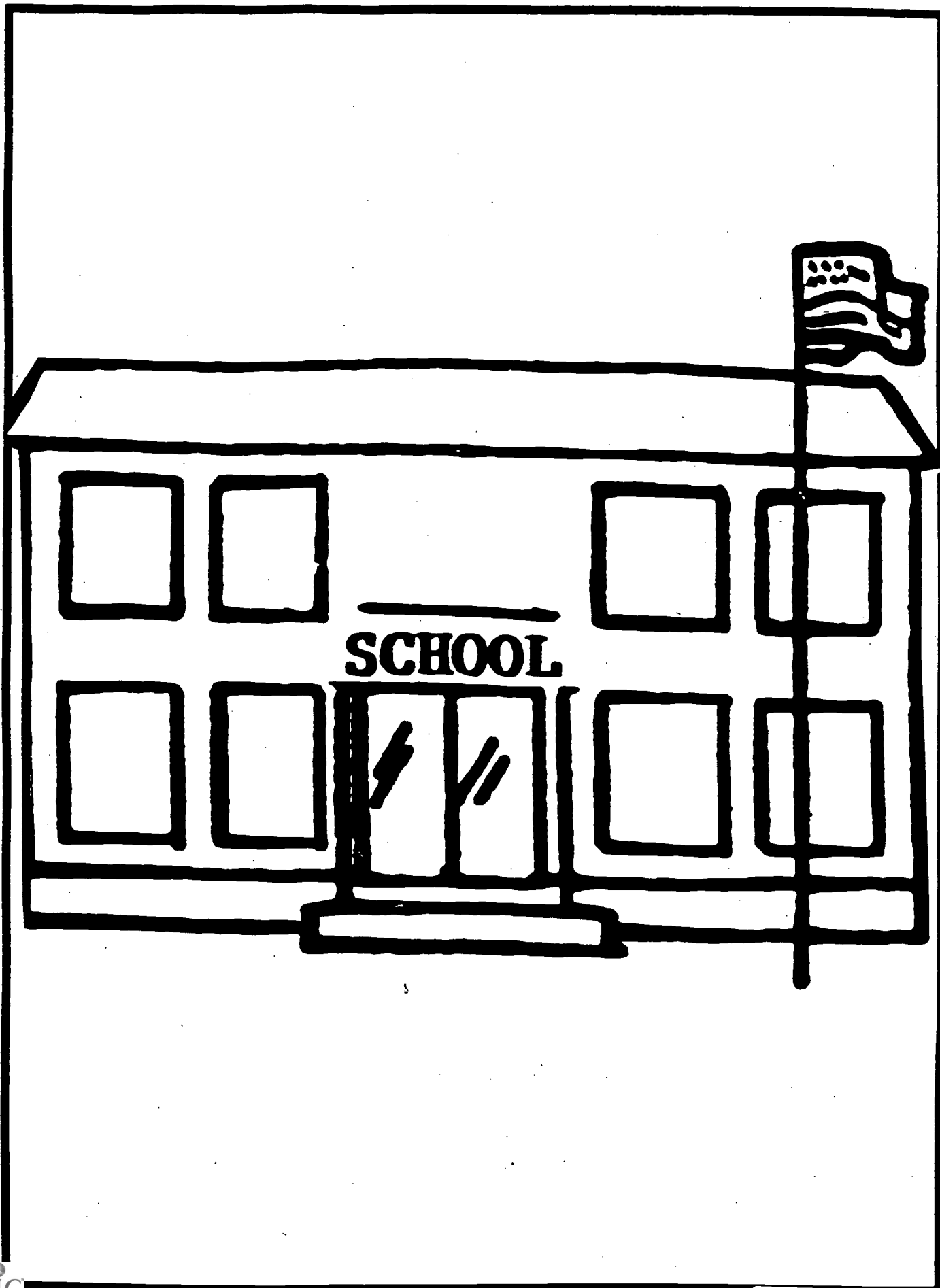
Neighbor-to-Neighbor

***An ESL Curriculum for
Volunteers***

VISUALS

Modules 5 - 8

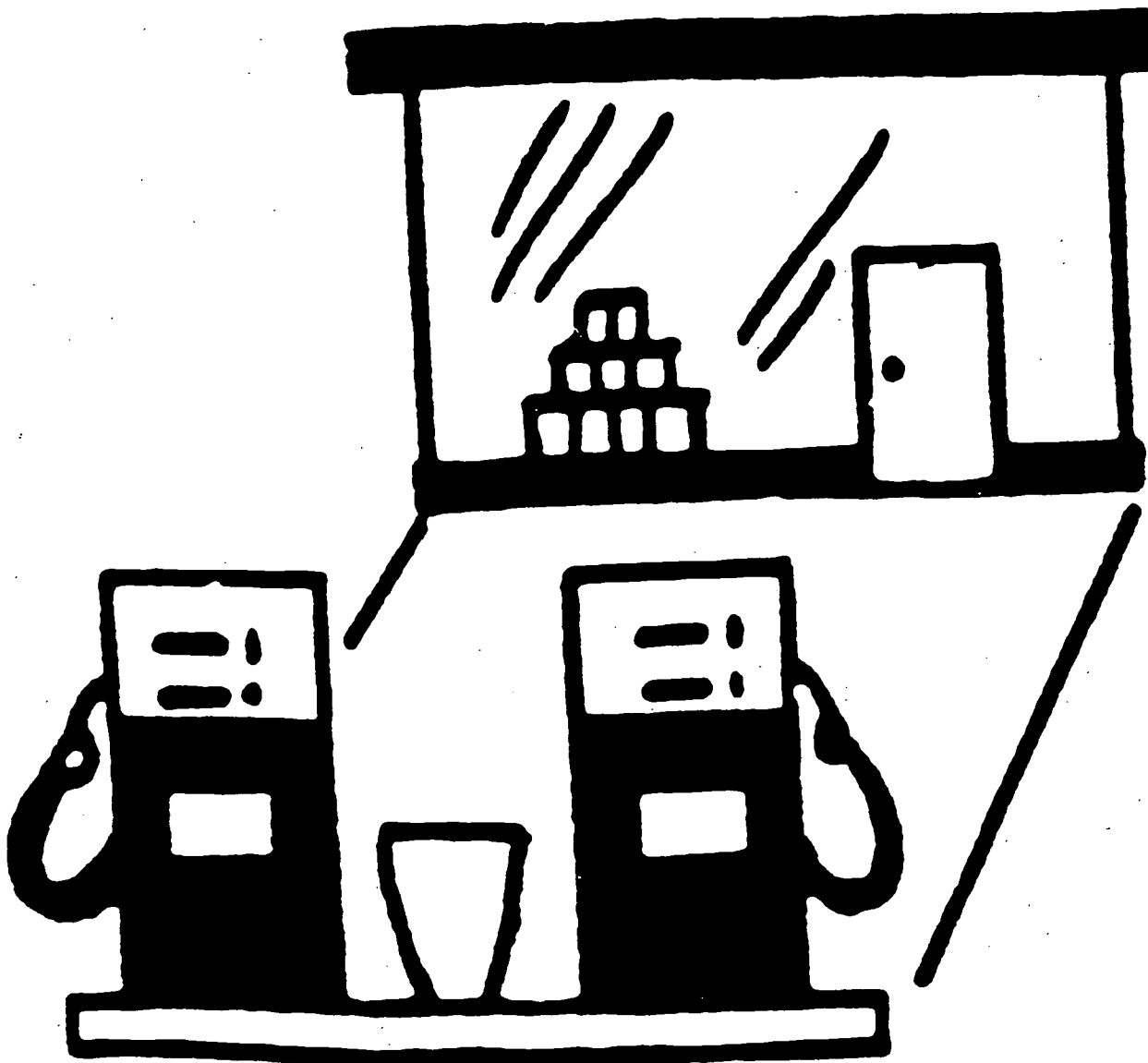


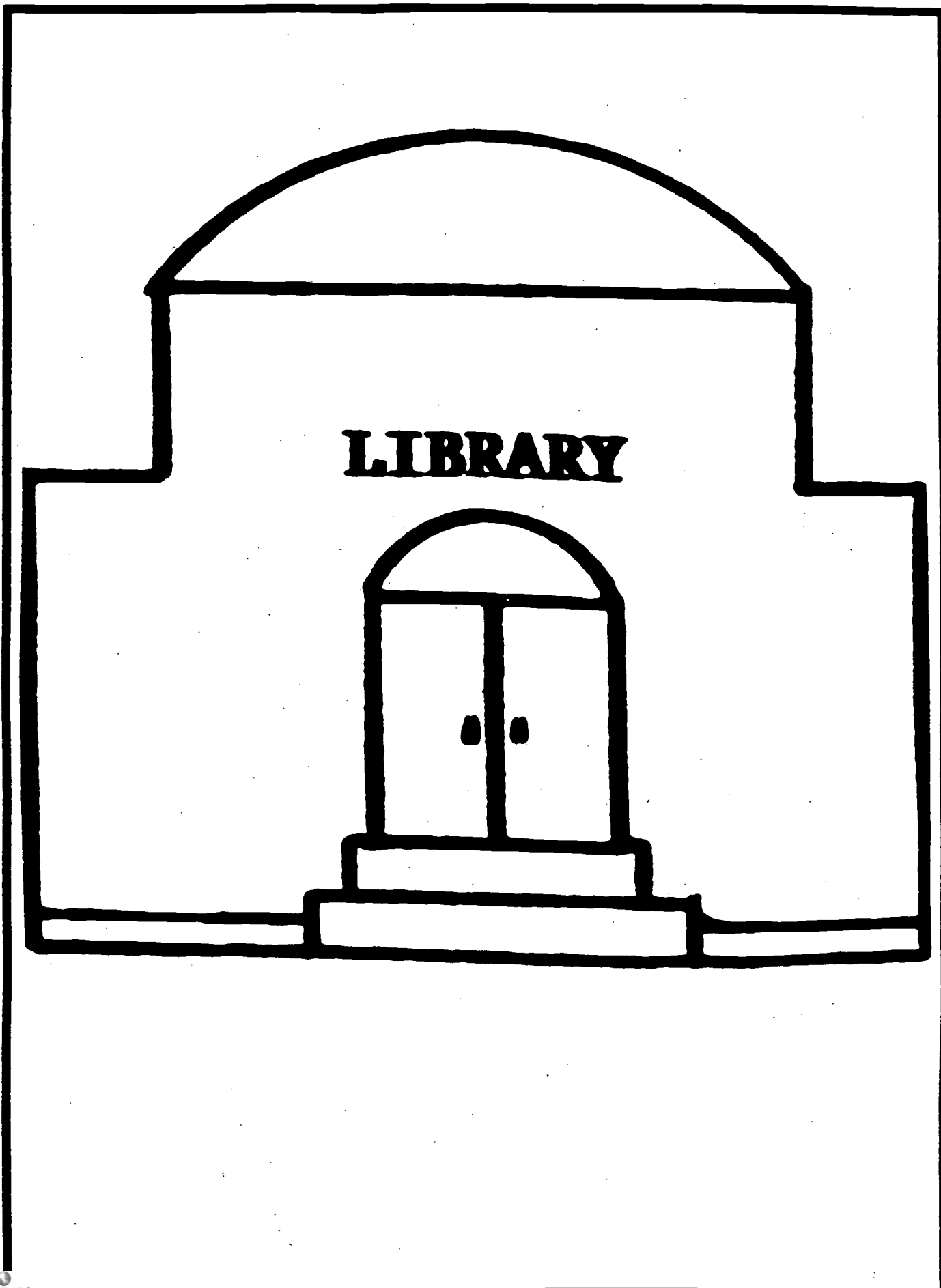


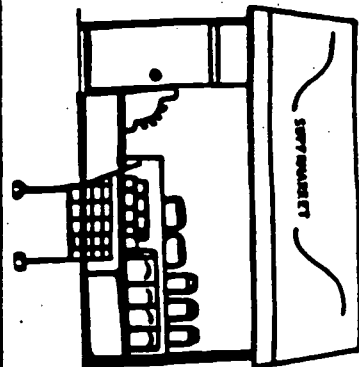
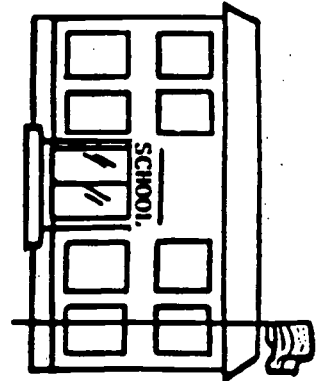
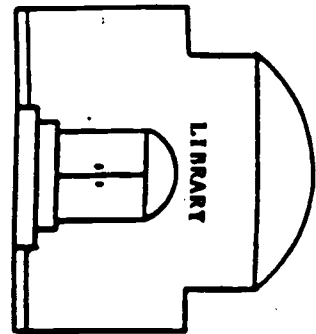
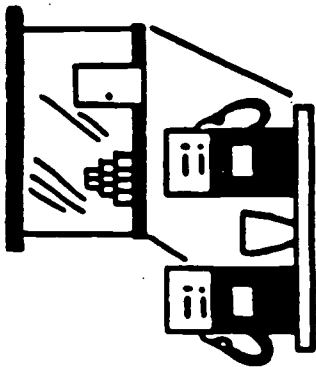
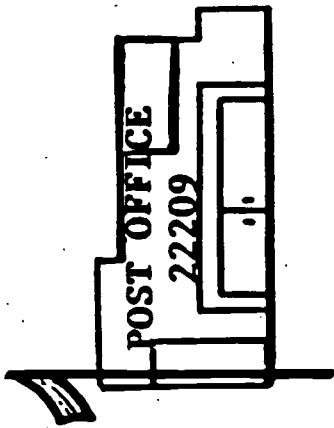
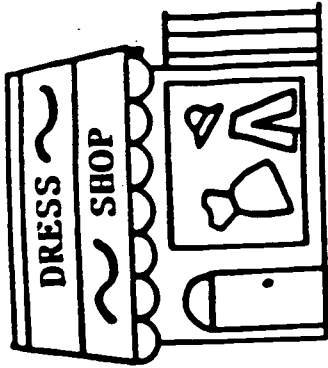


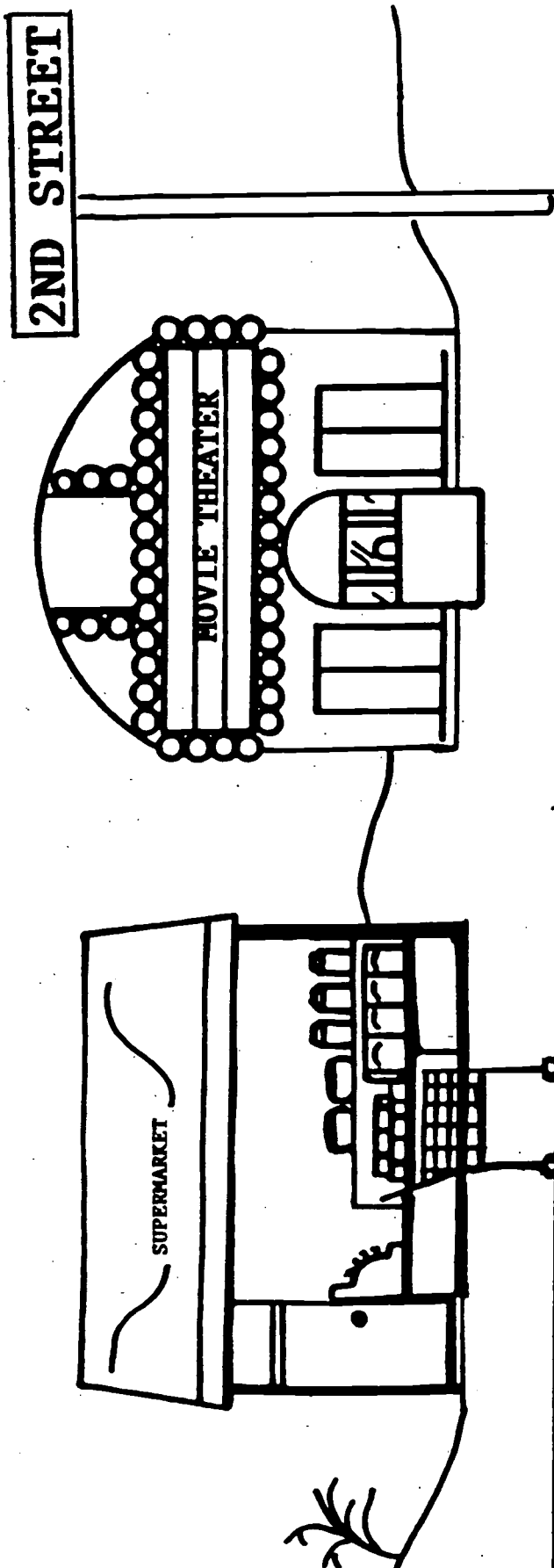


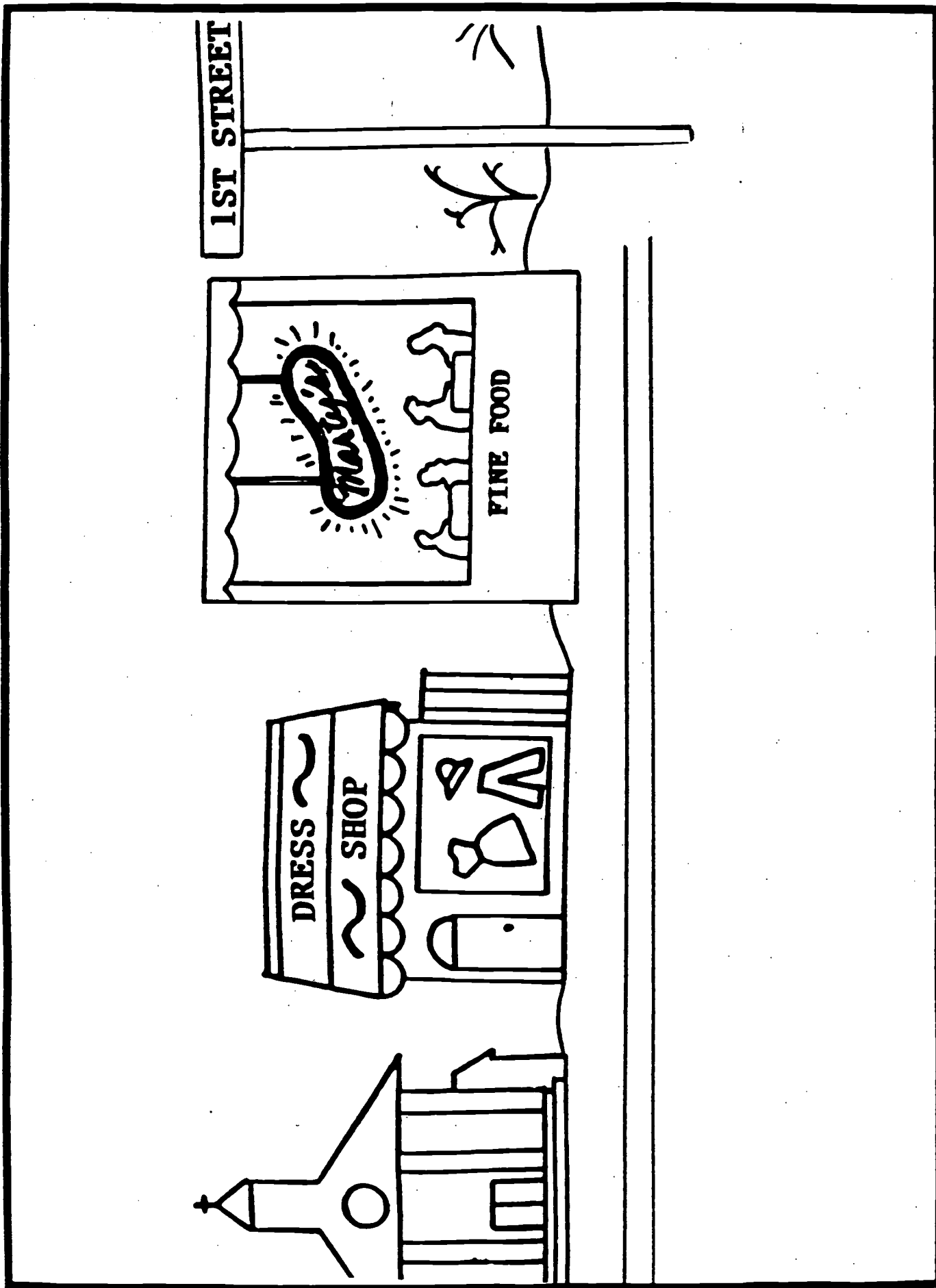


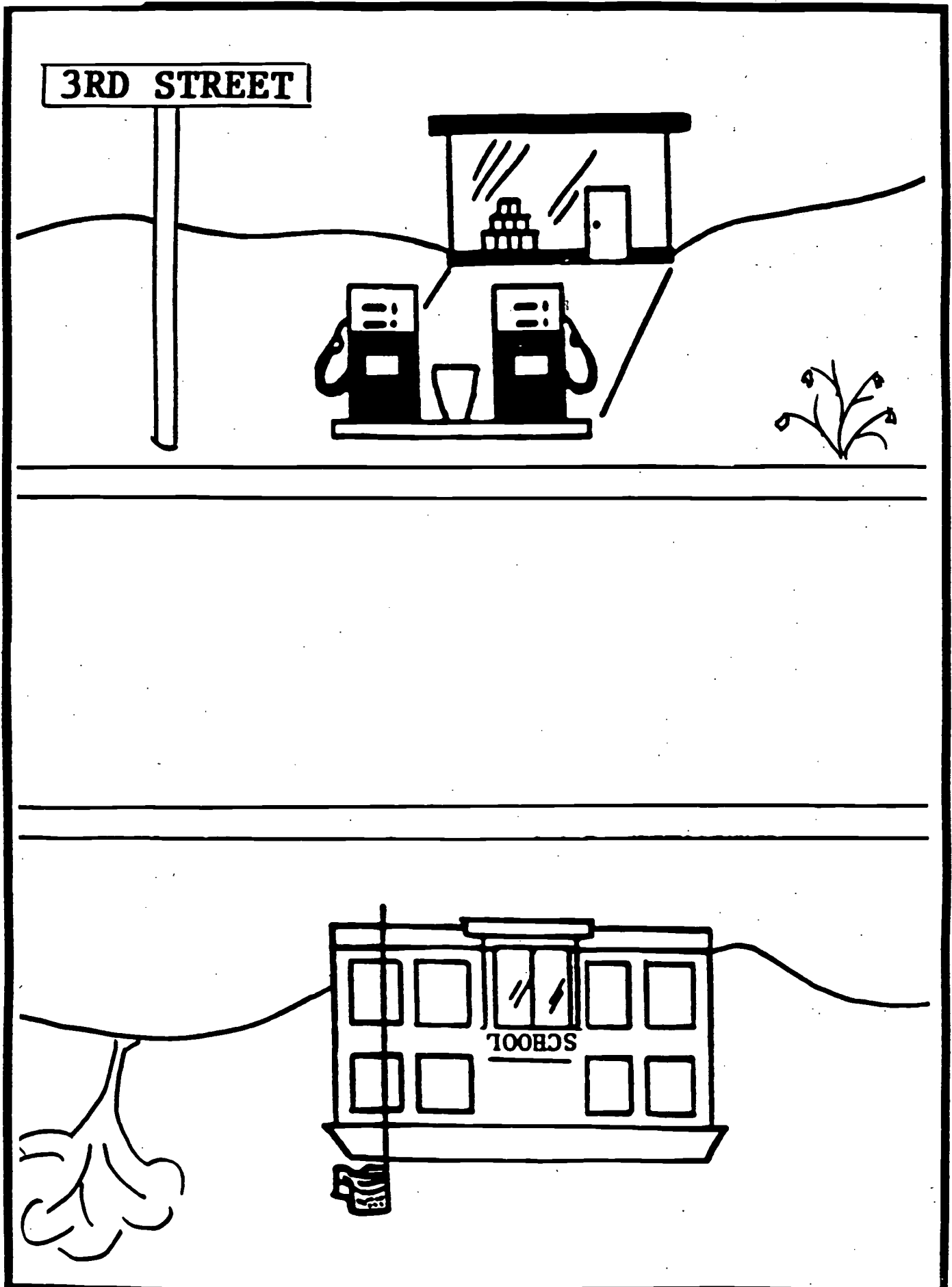


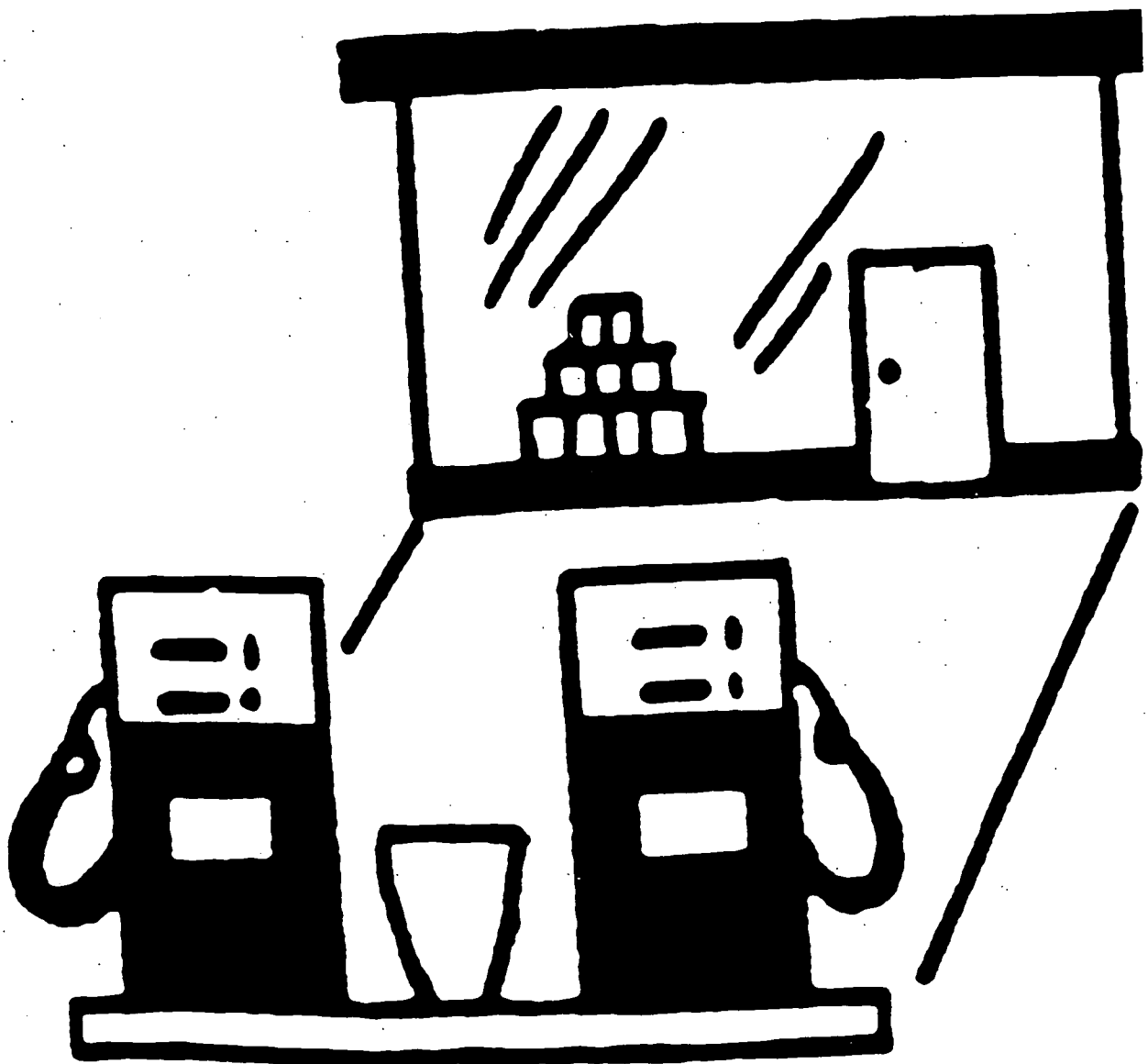


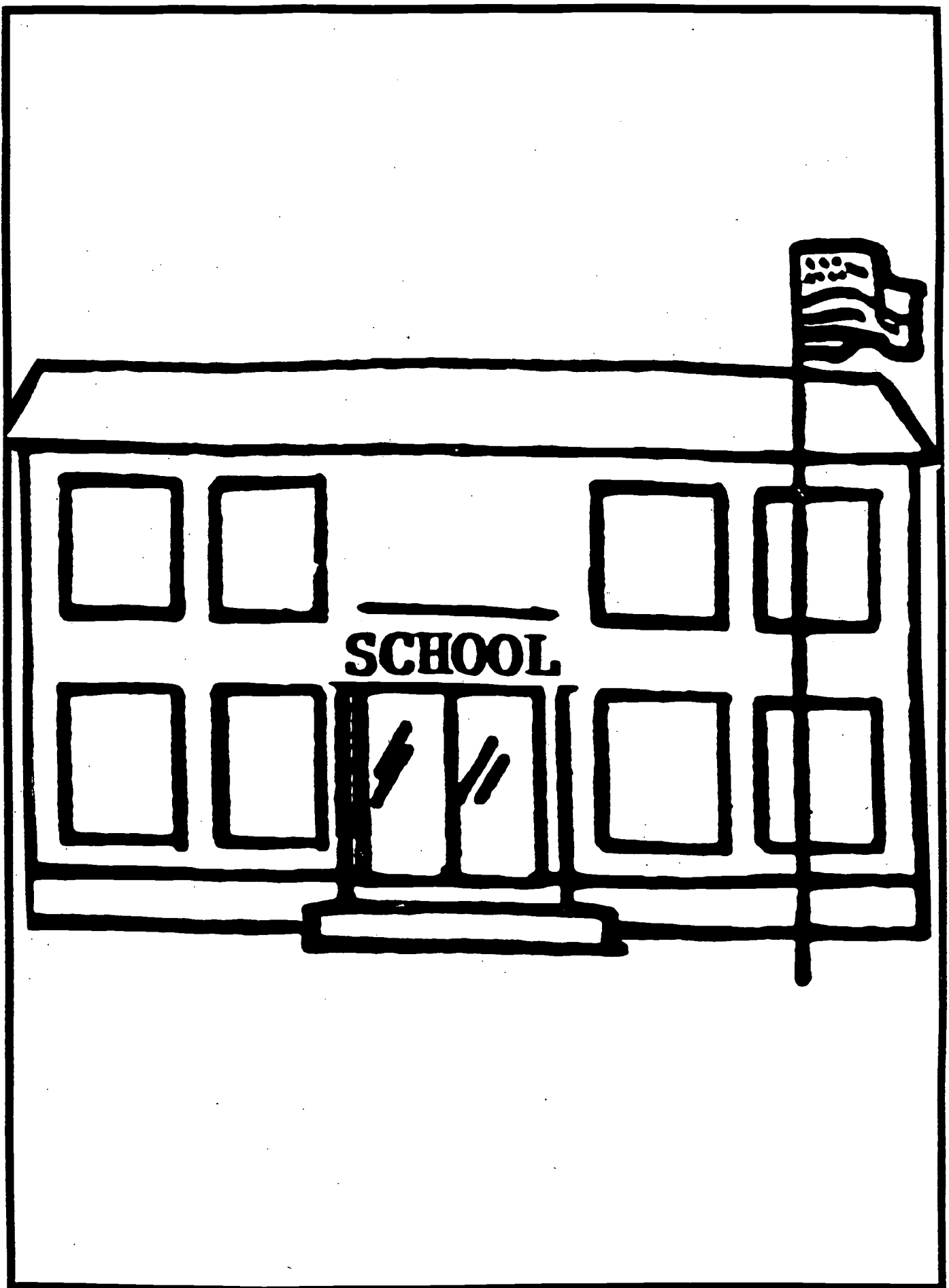


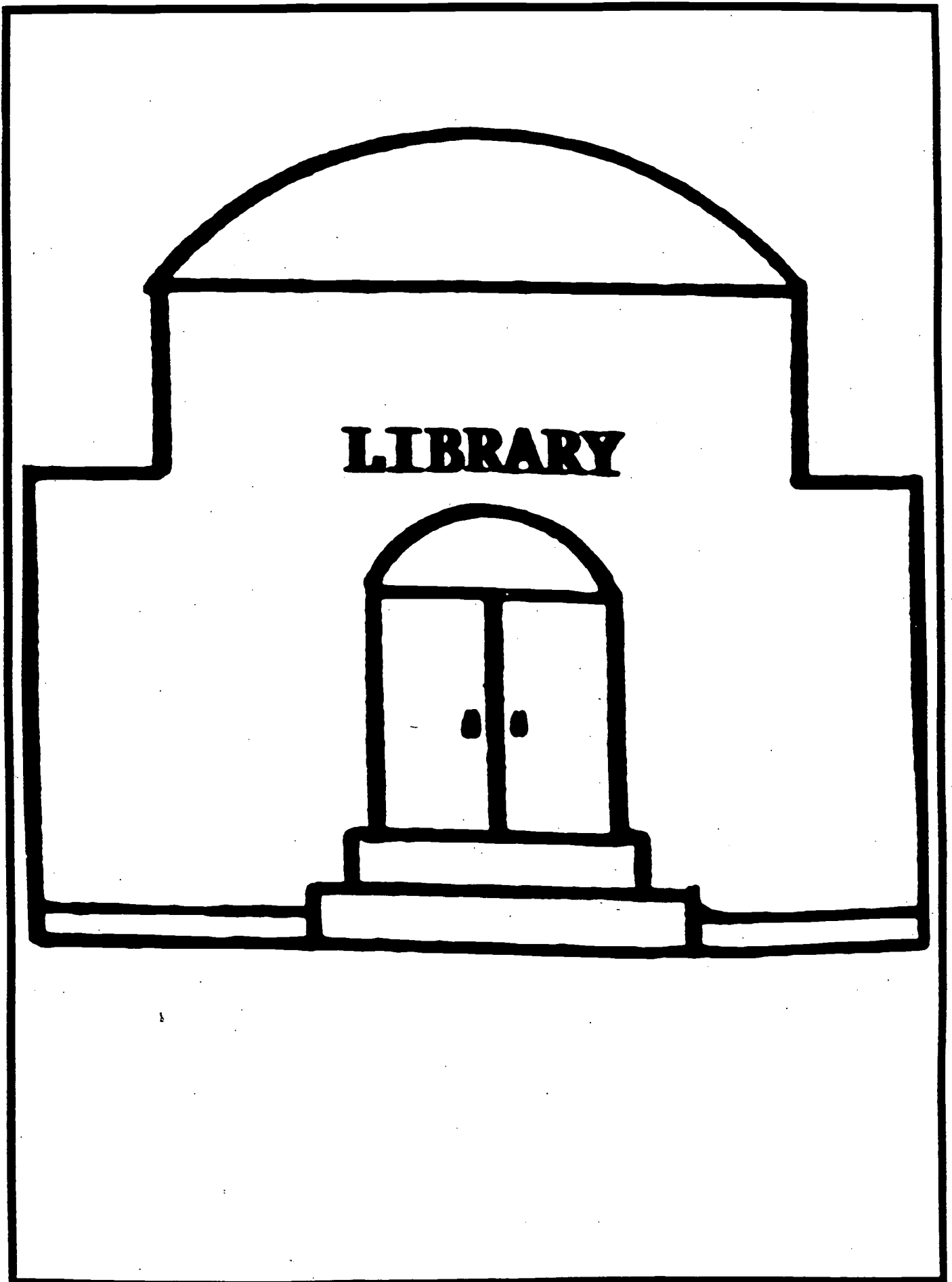








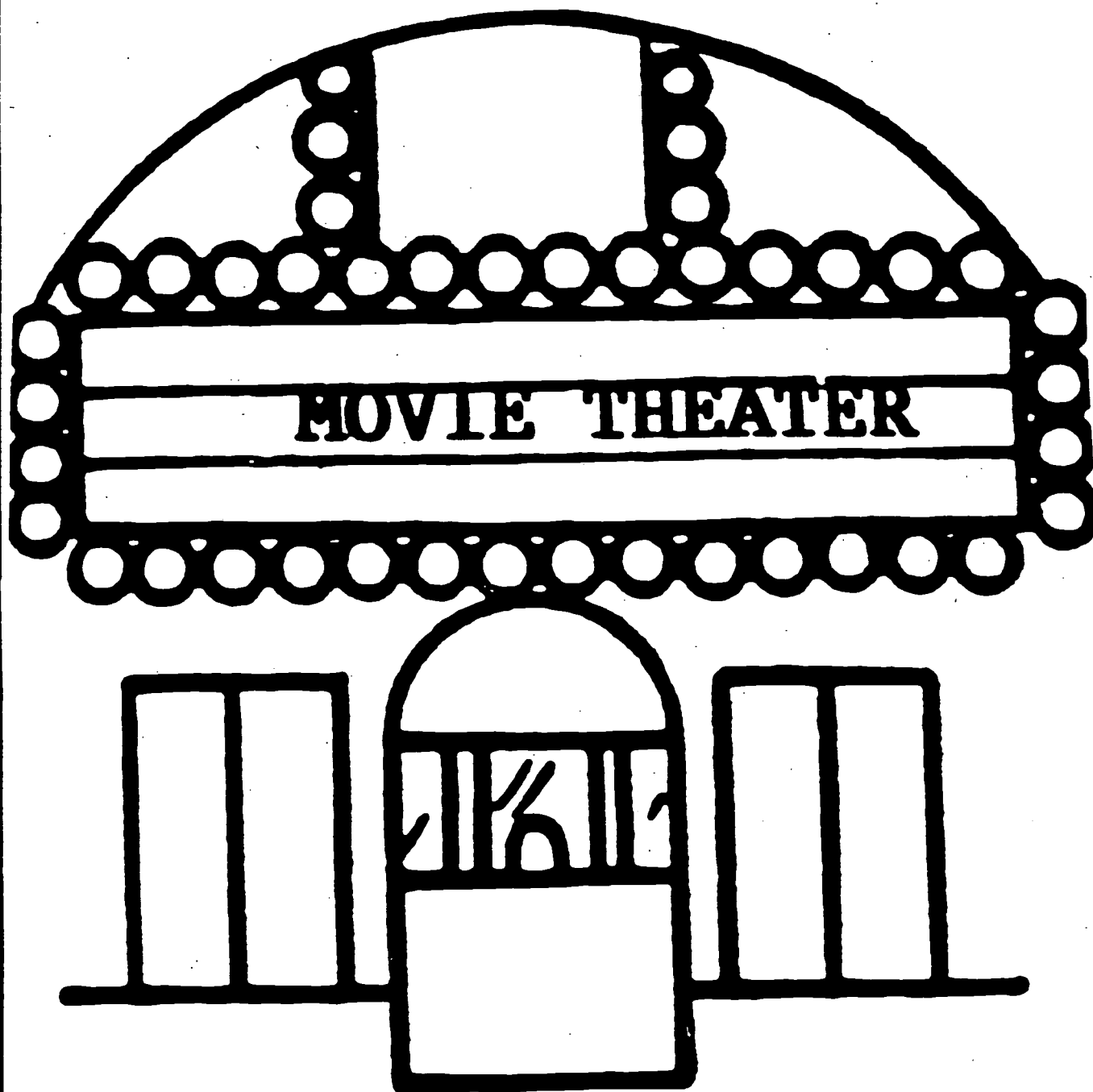


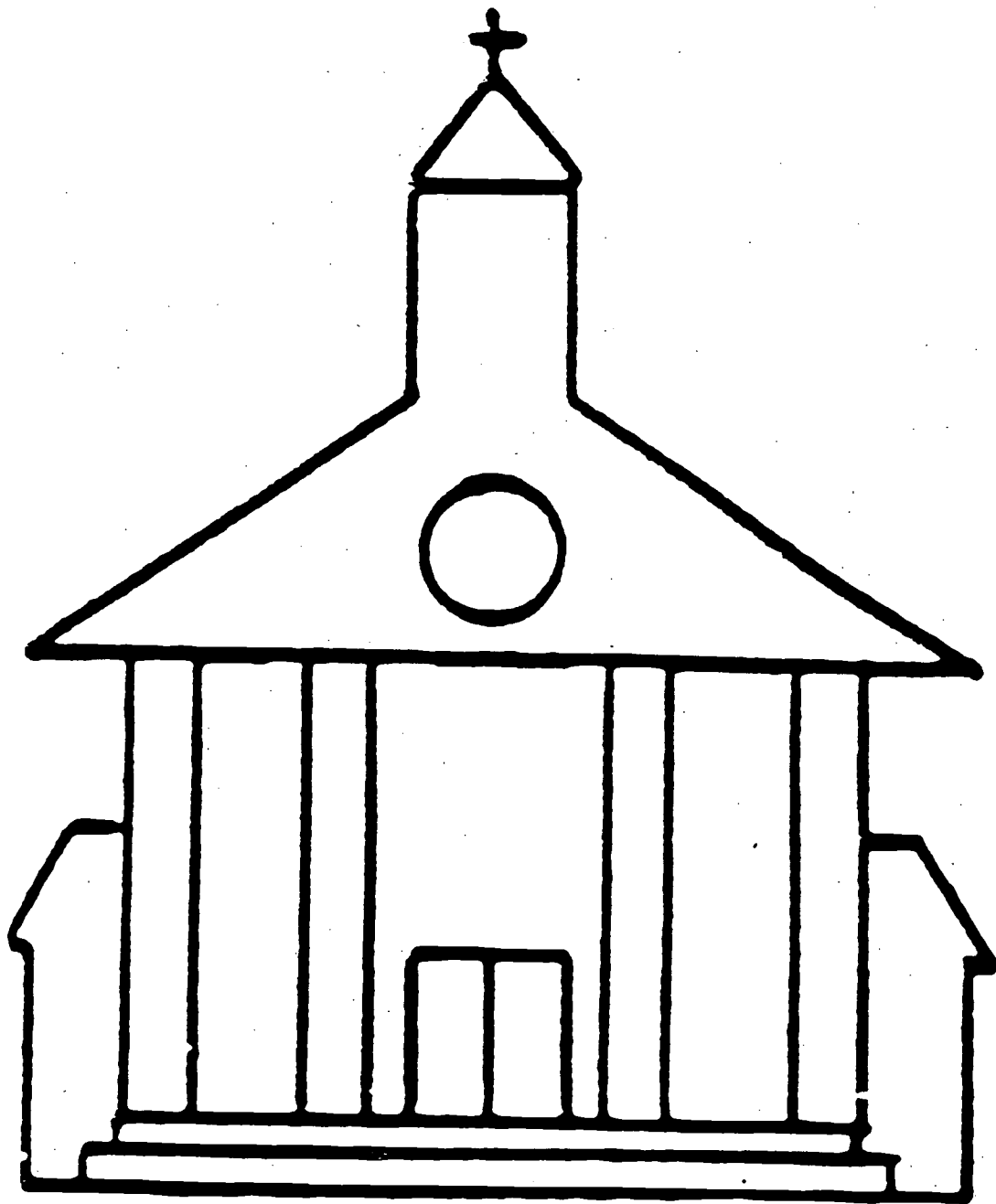


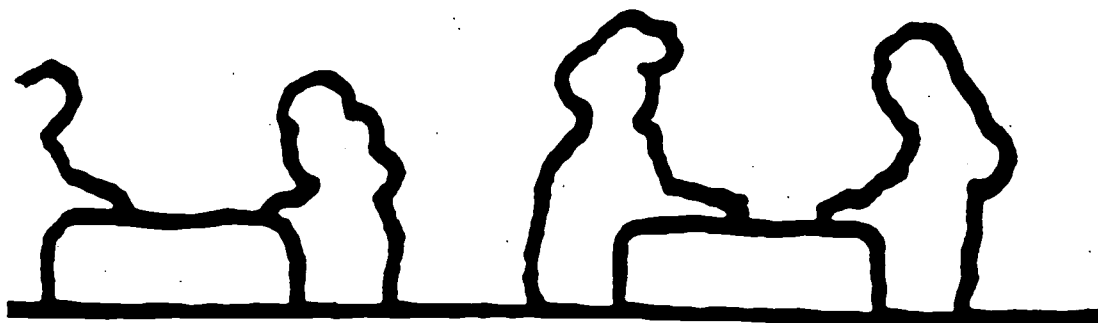
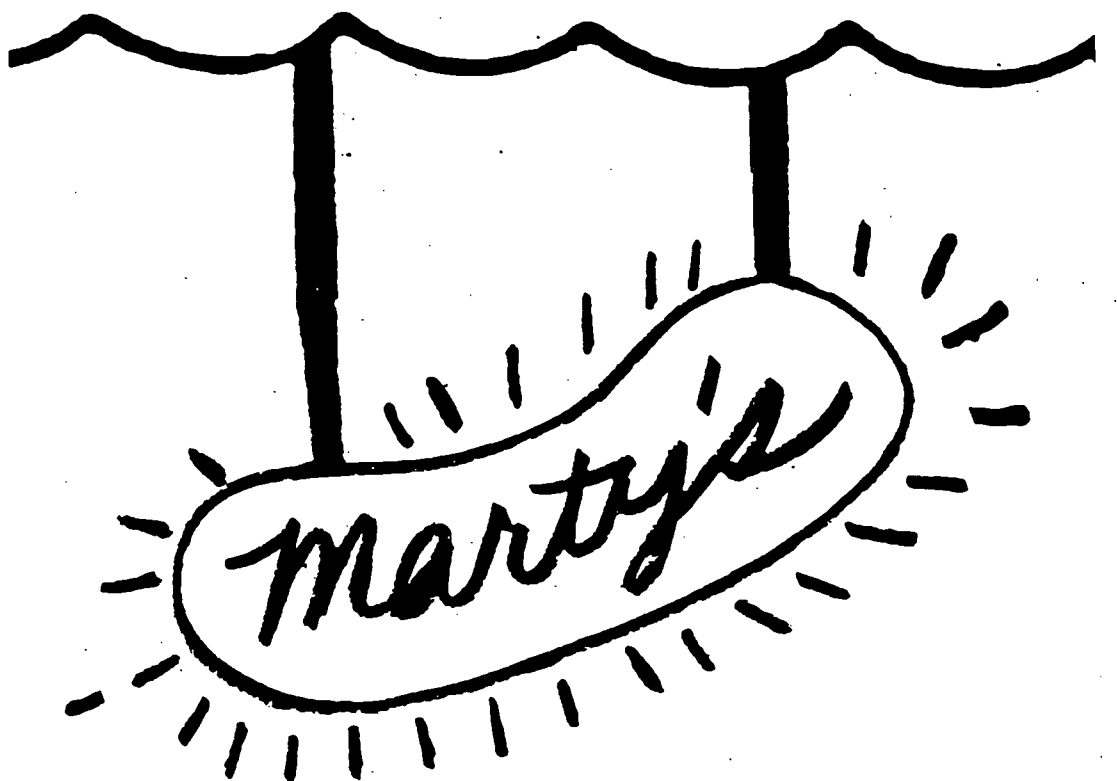




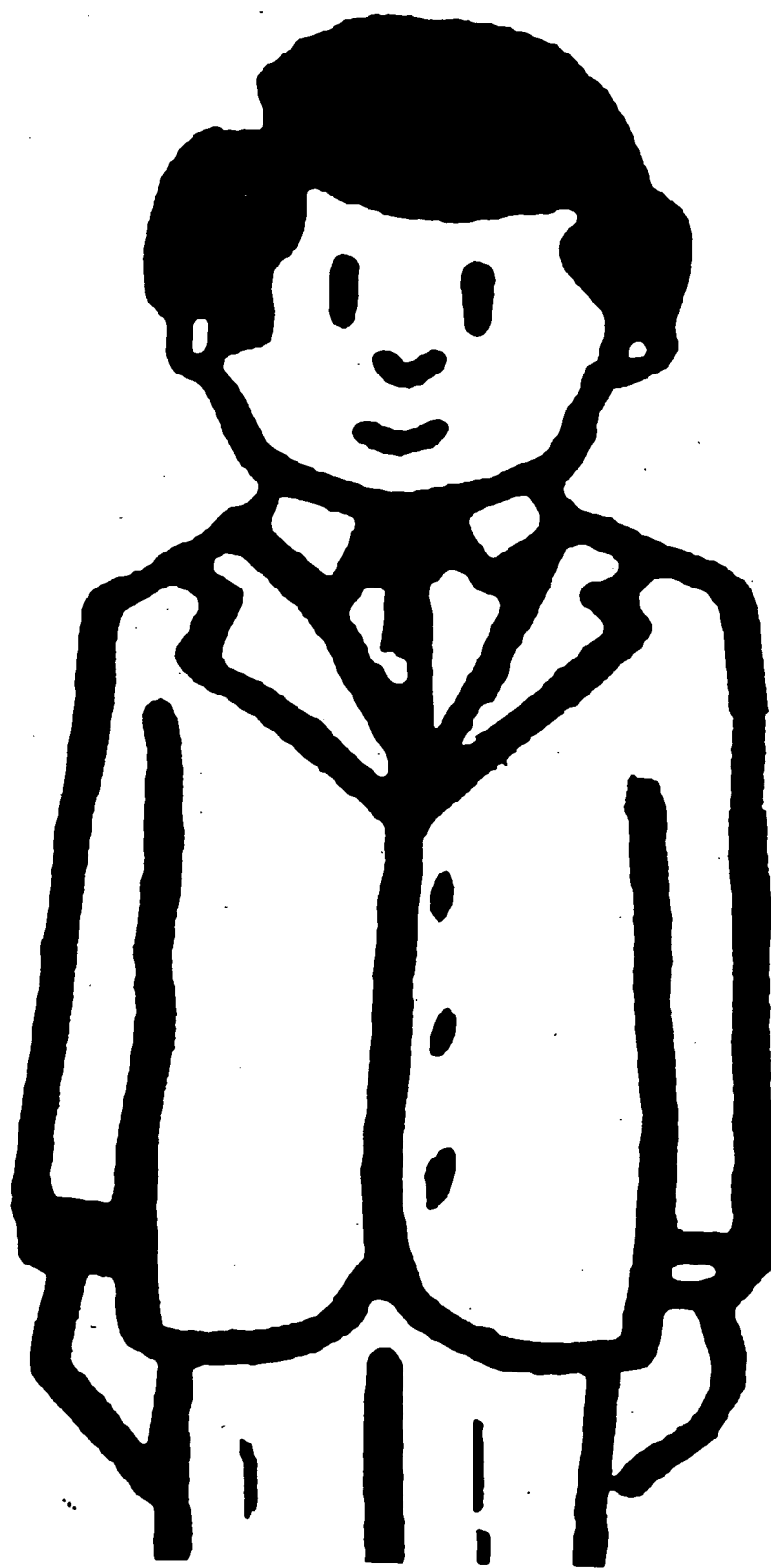


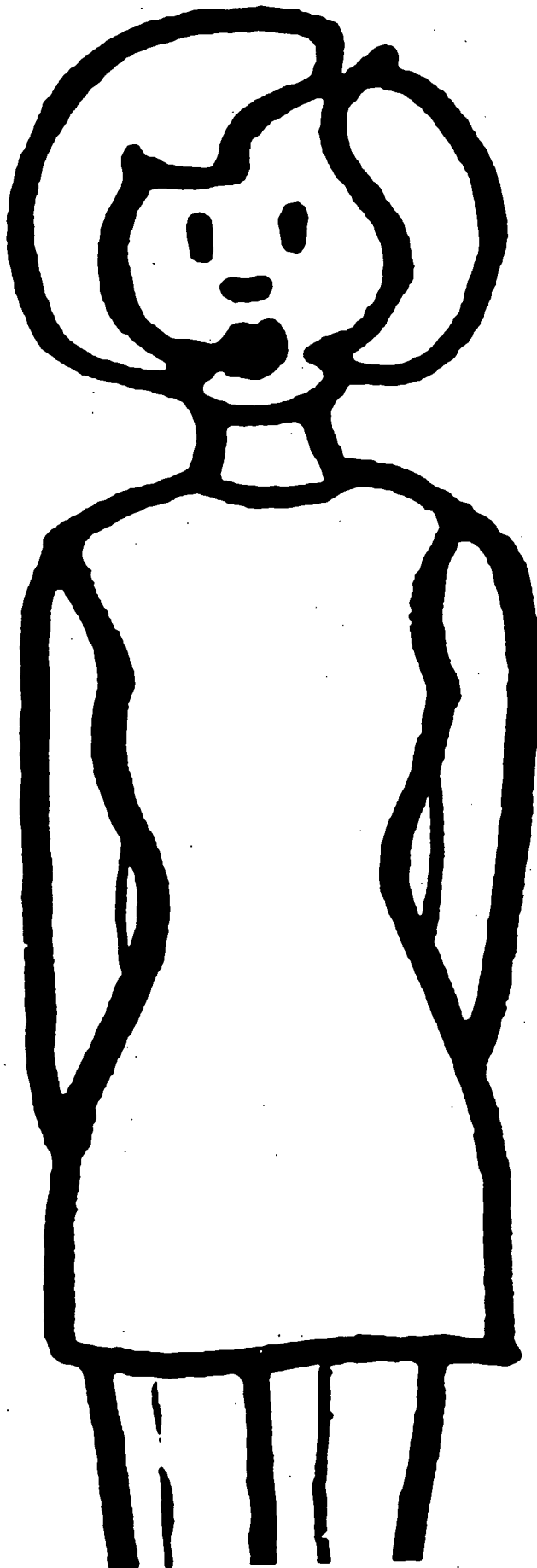




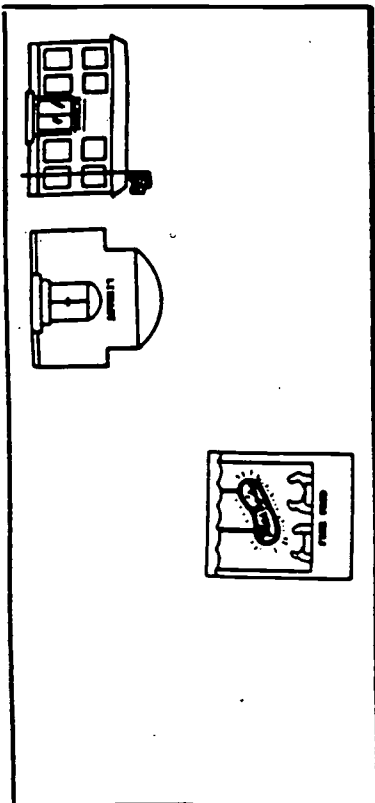


FINE FOOD

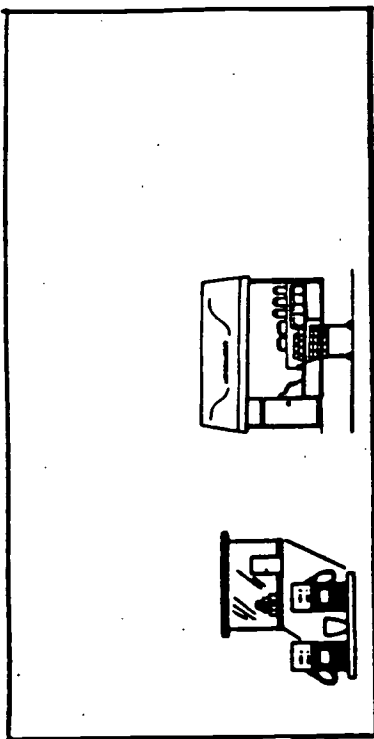




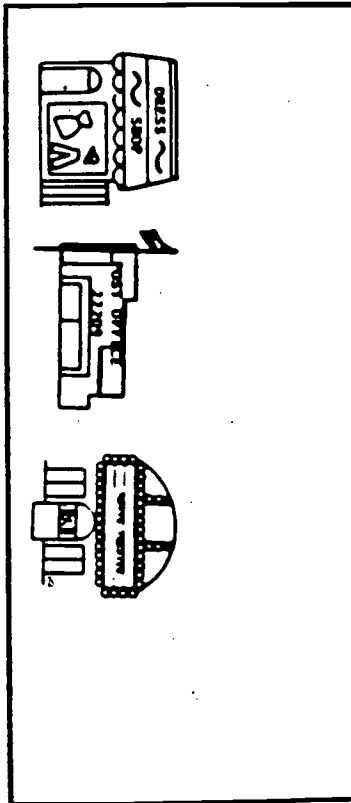
3RD STREET



SCHOOL STREET



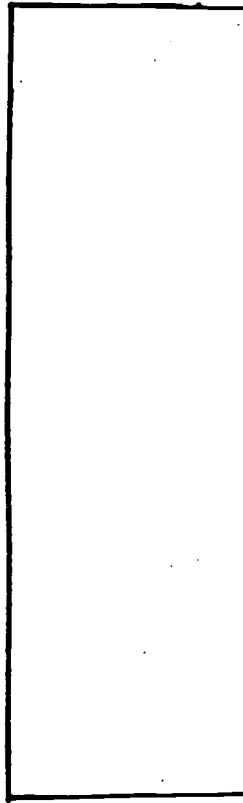
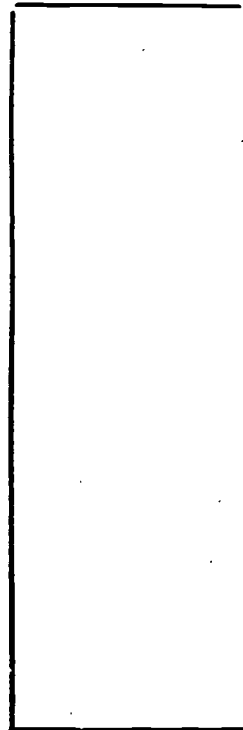
2ND STREET



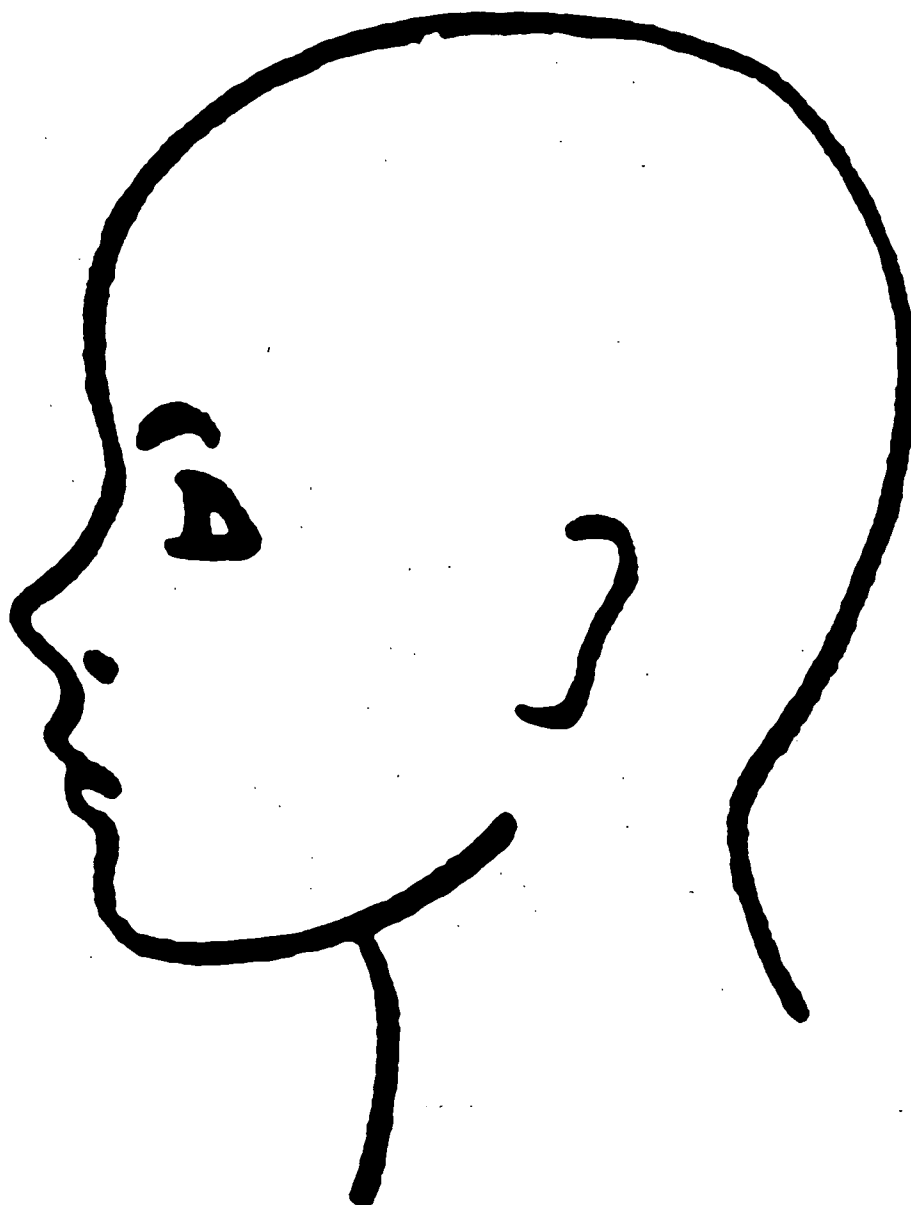
1ST STREET

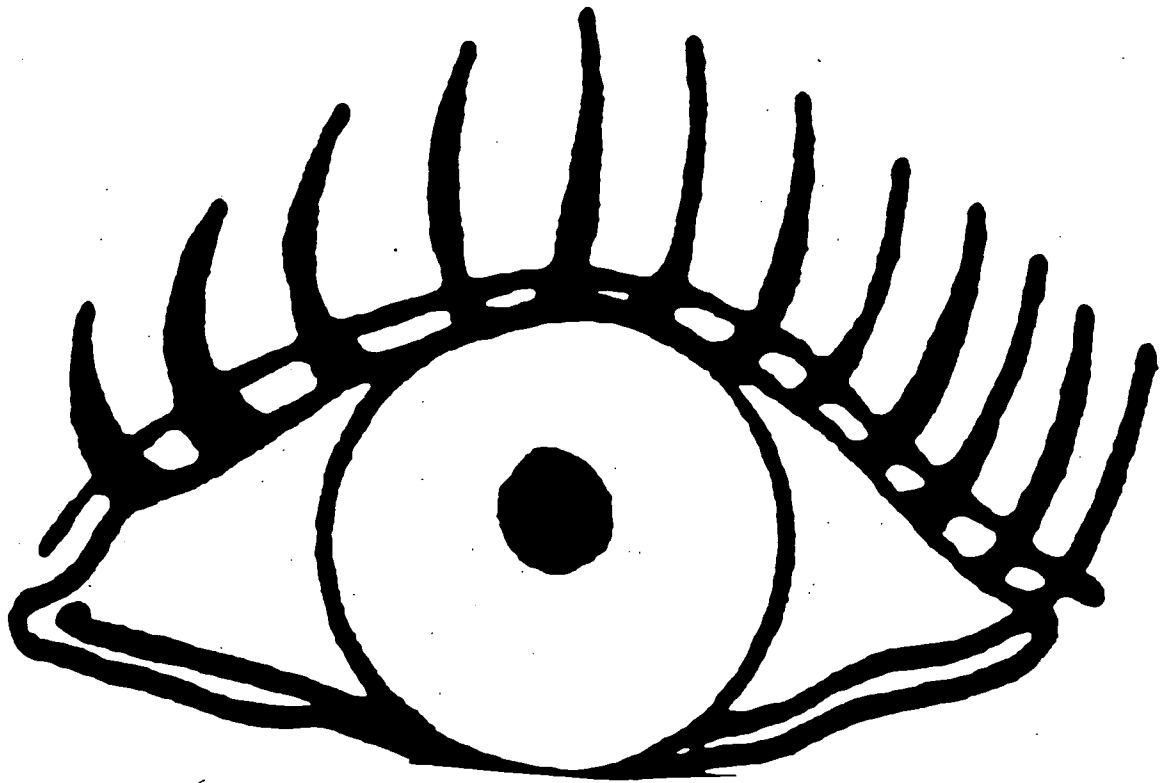


— You are here.

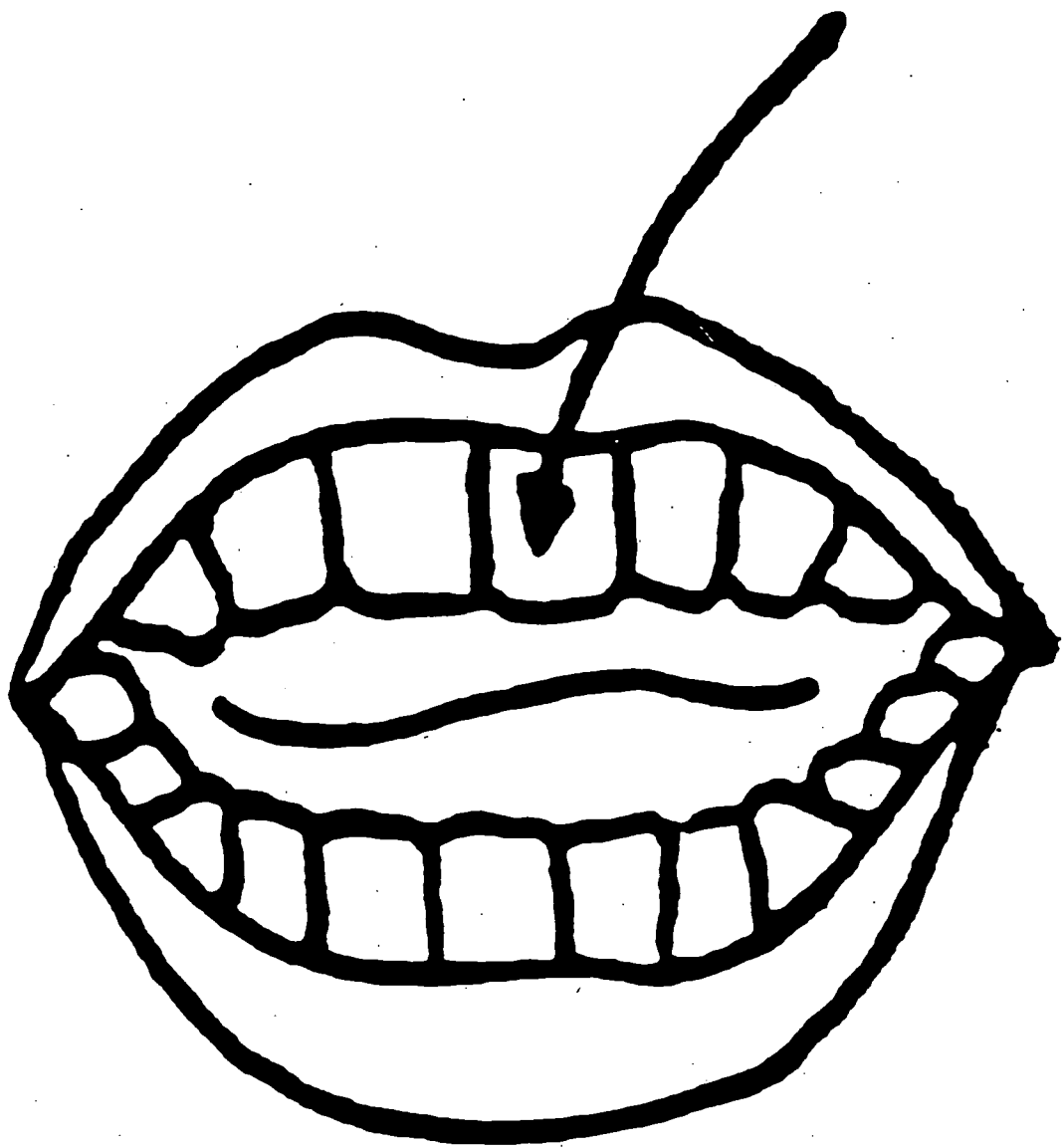


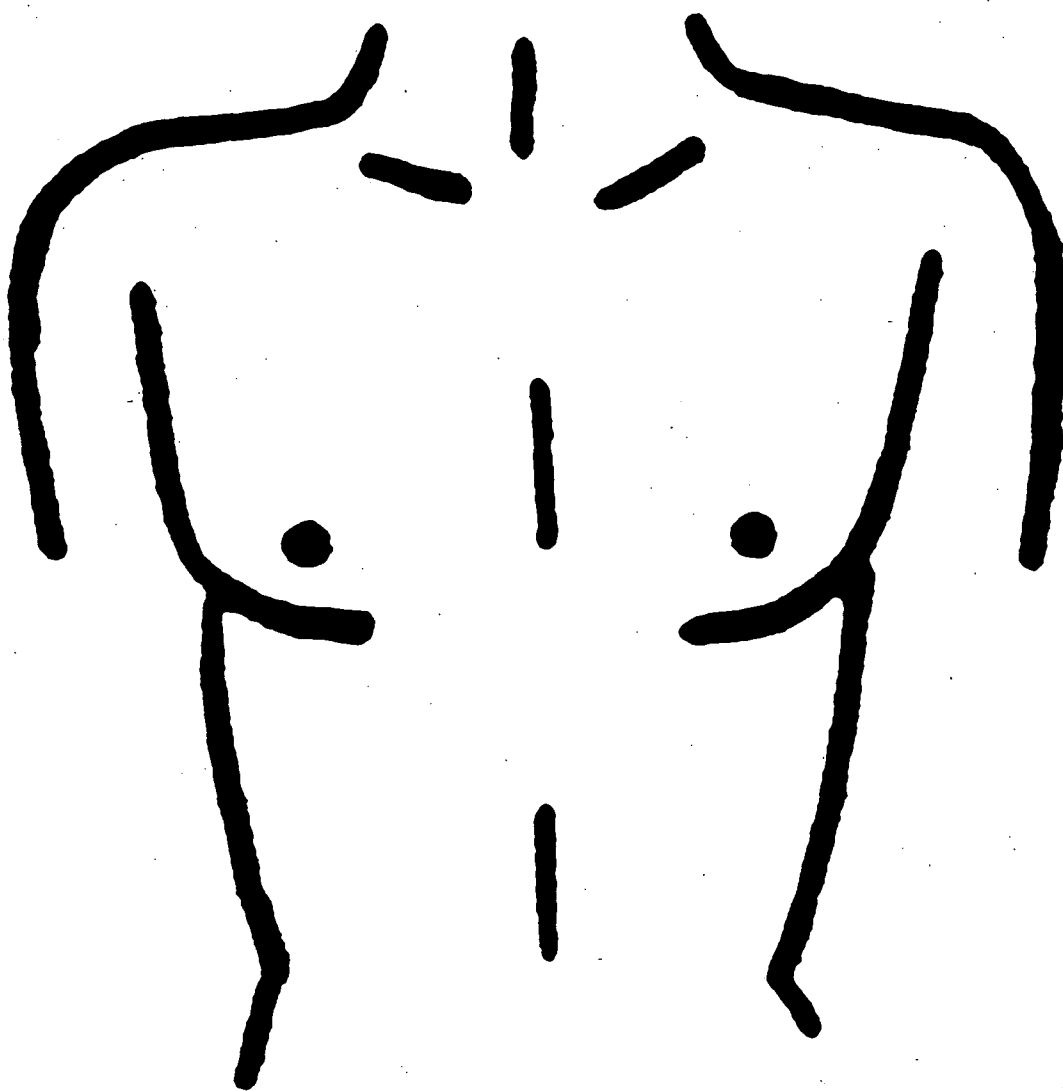




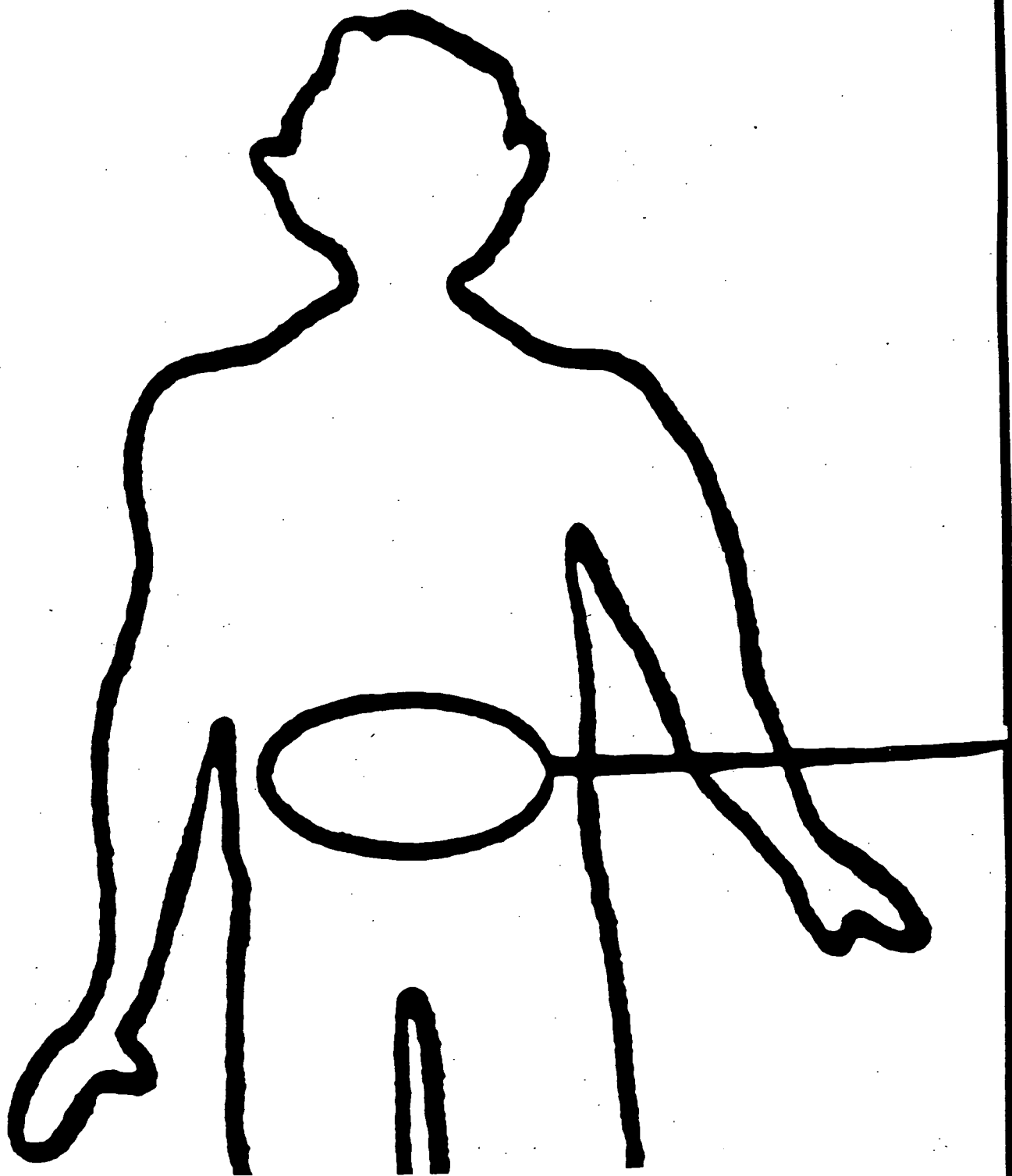


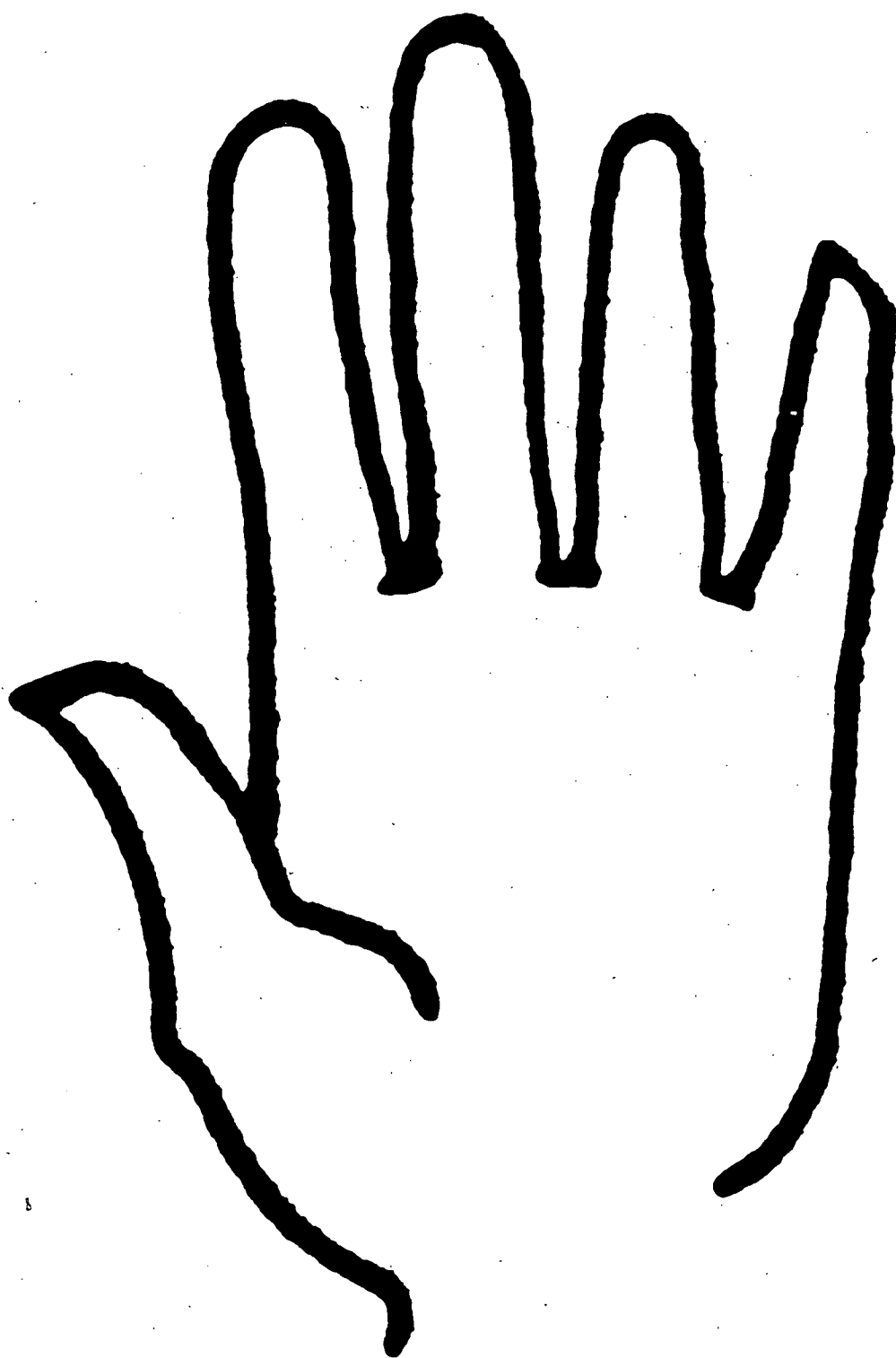


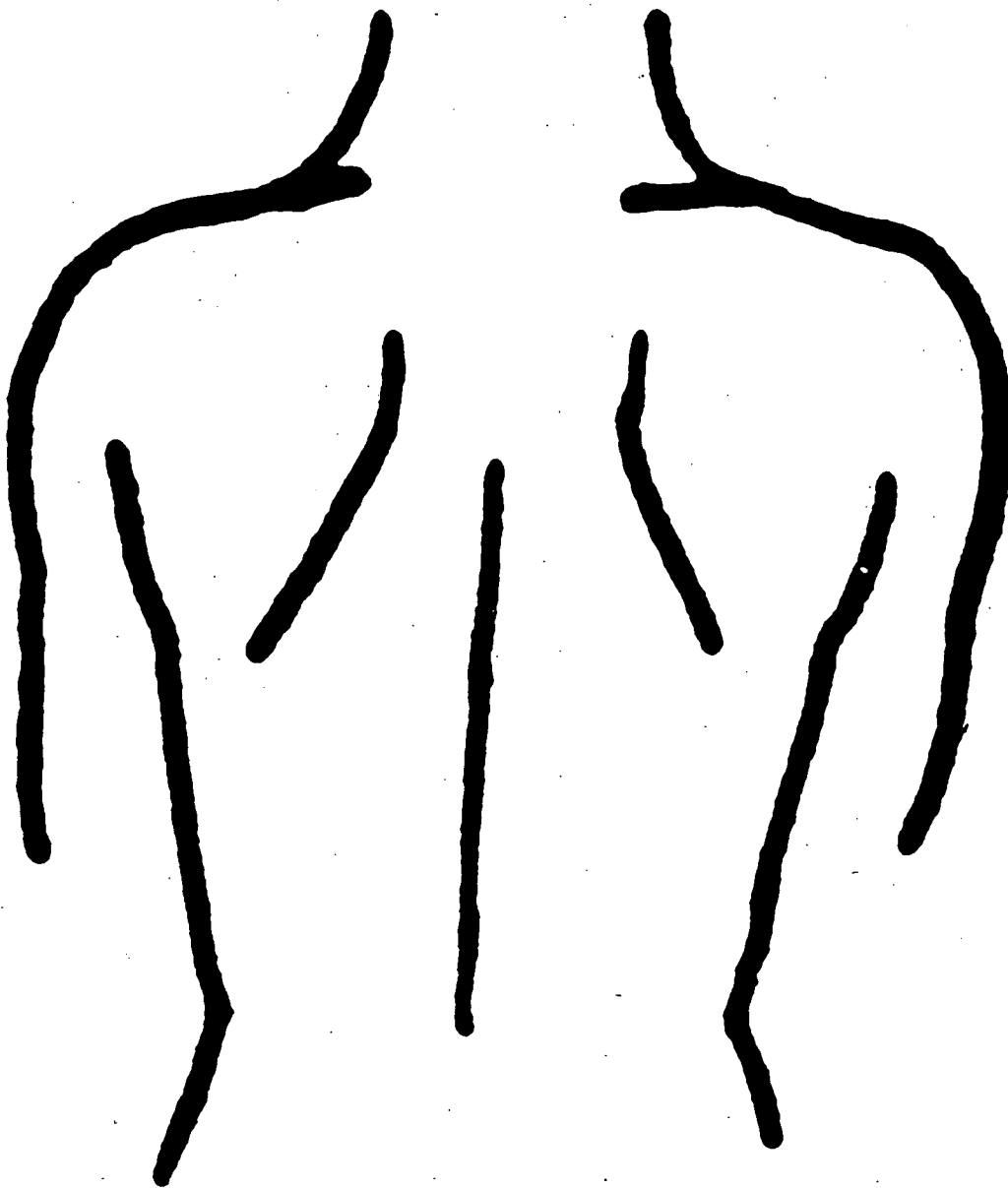


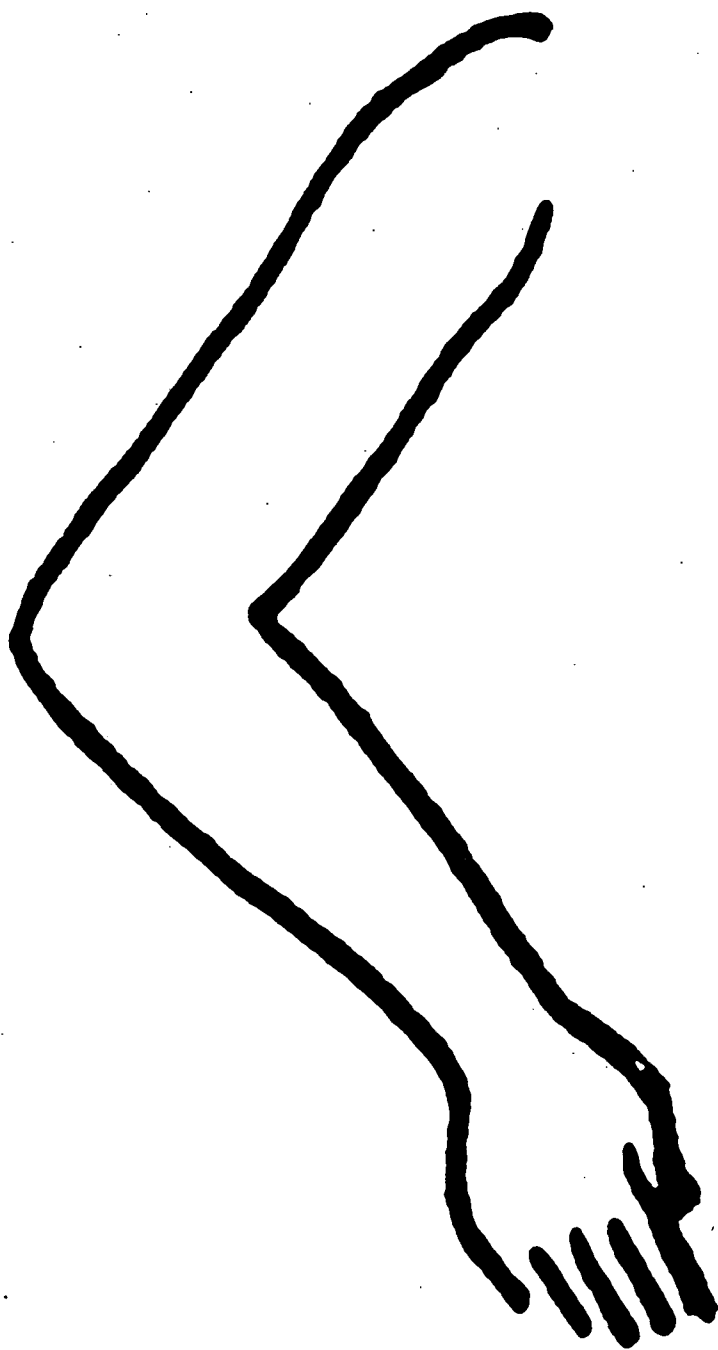




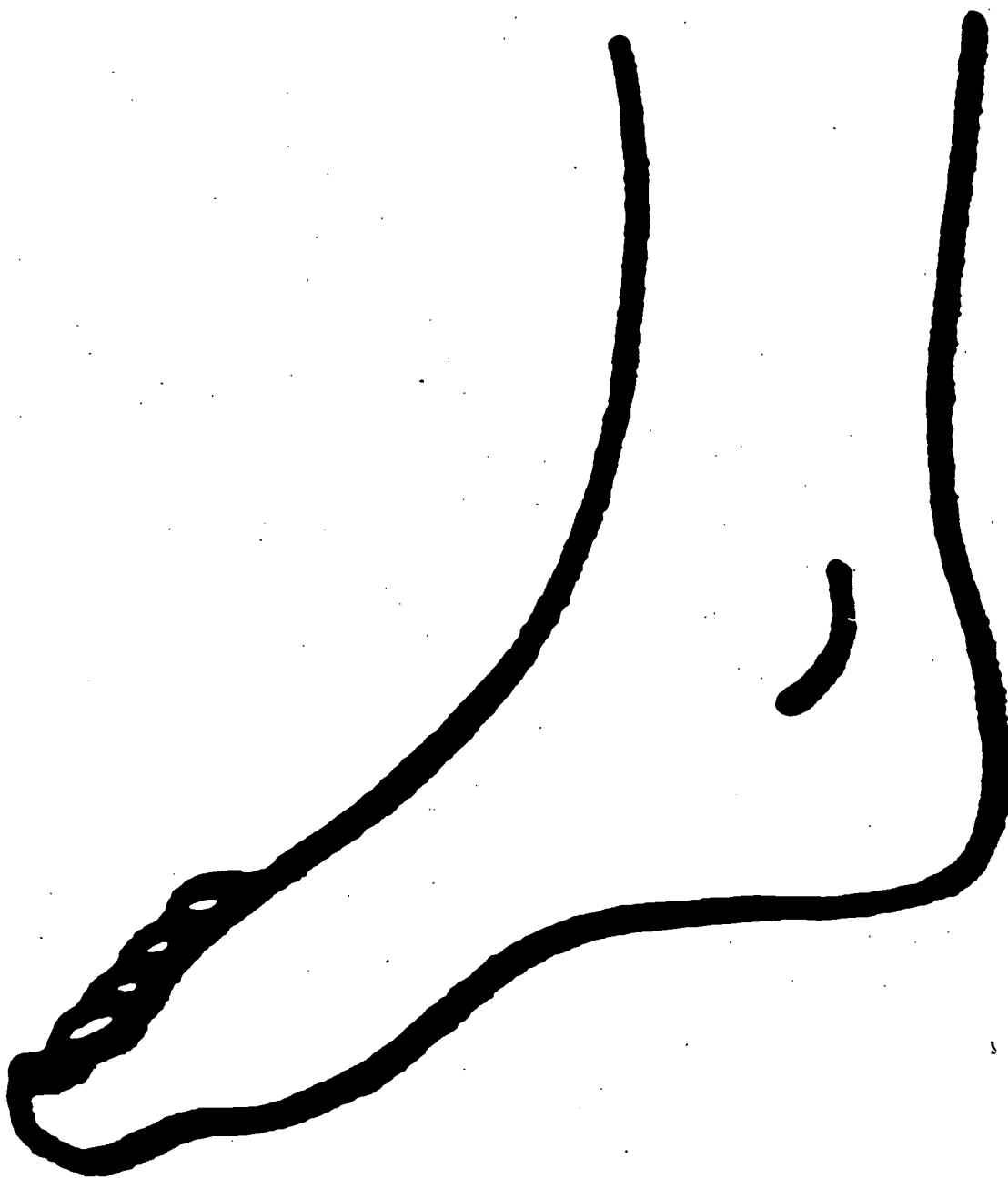














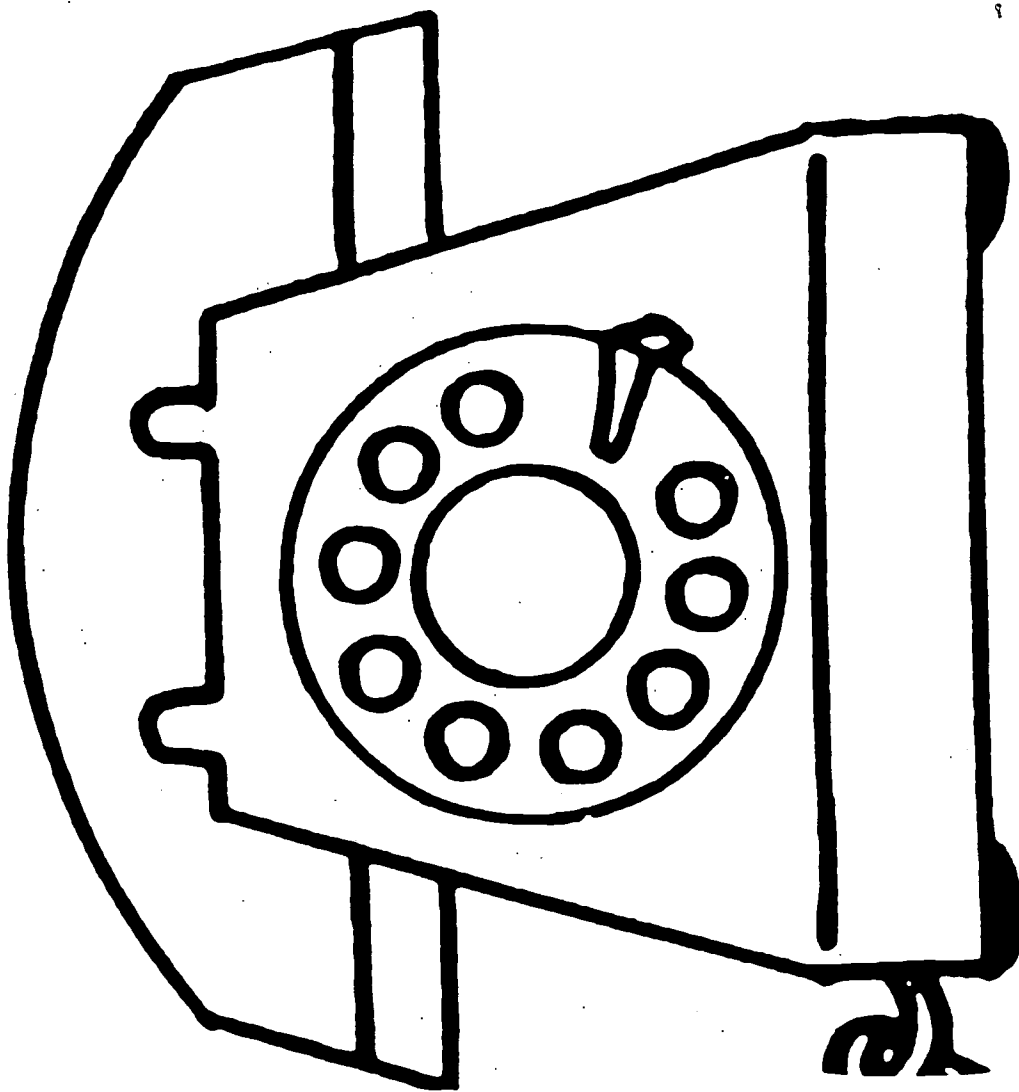


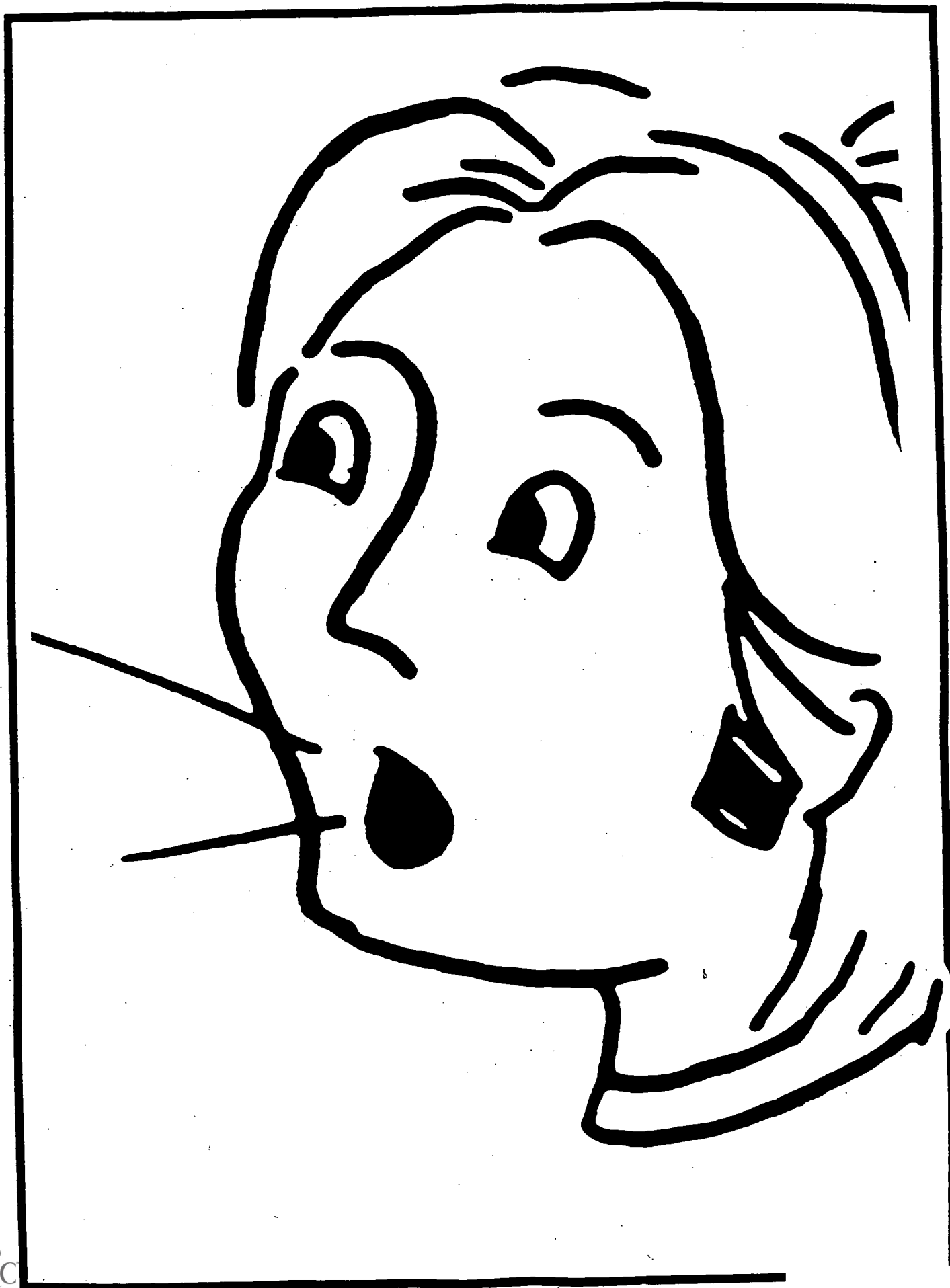


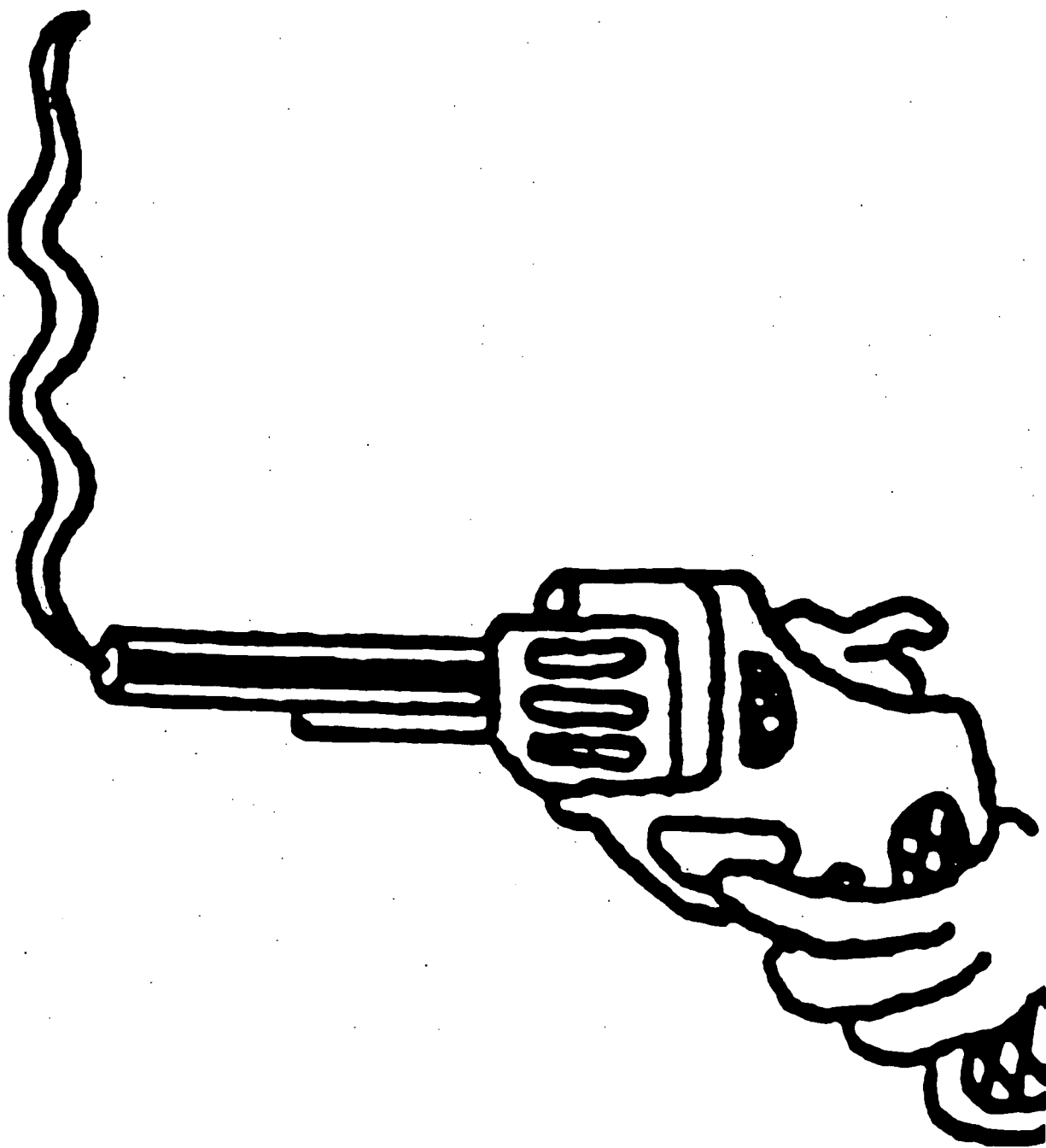






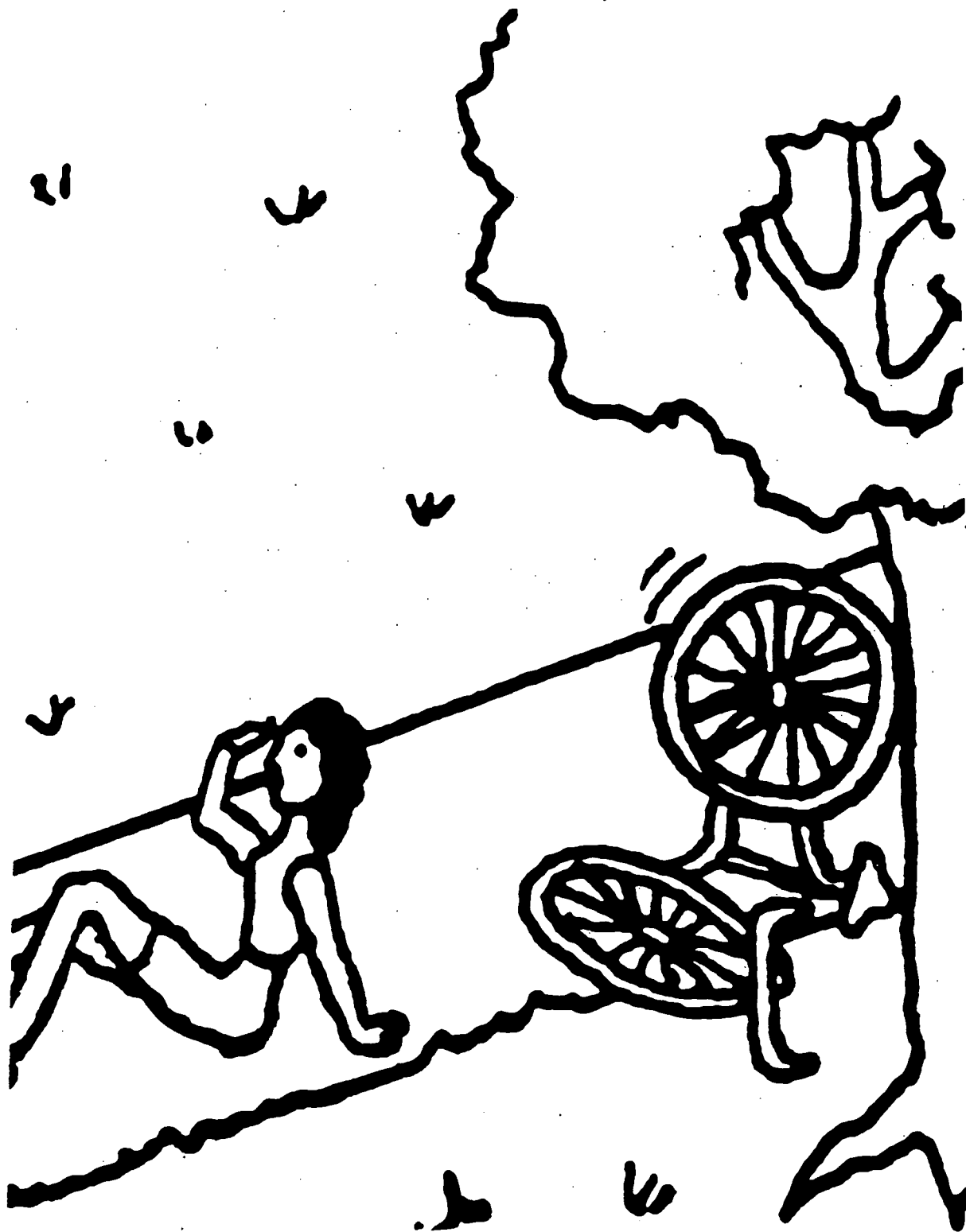


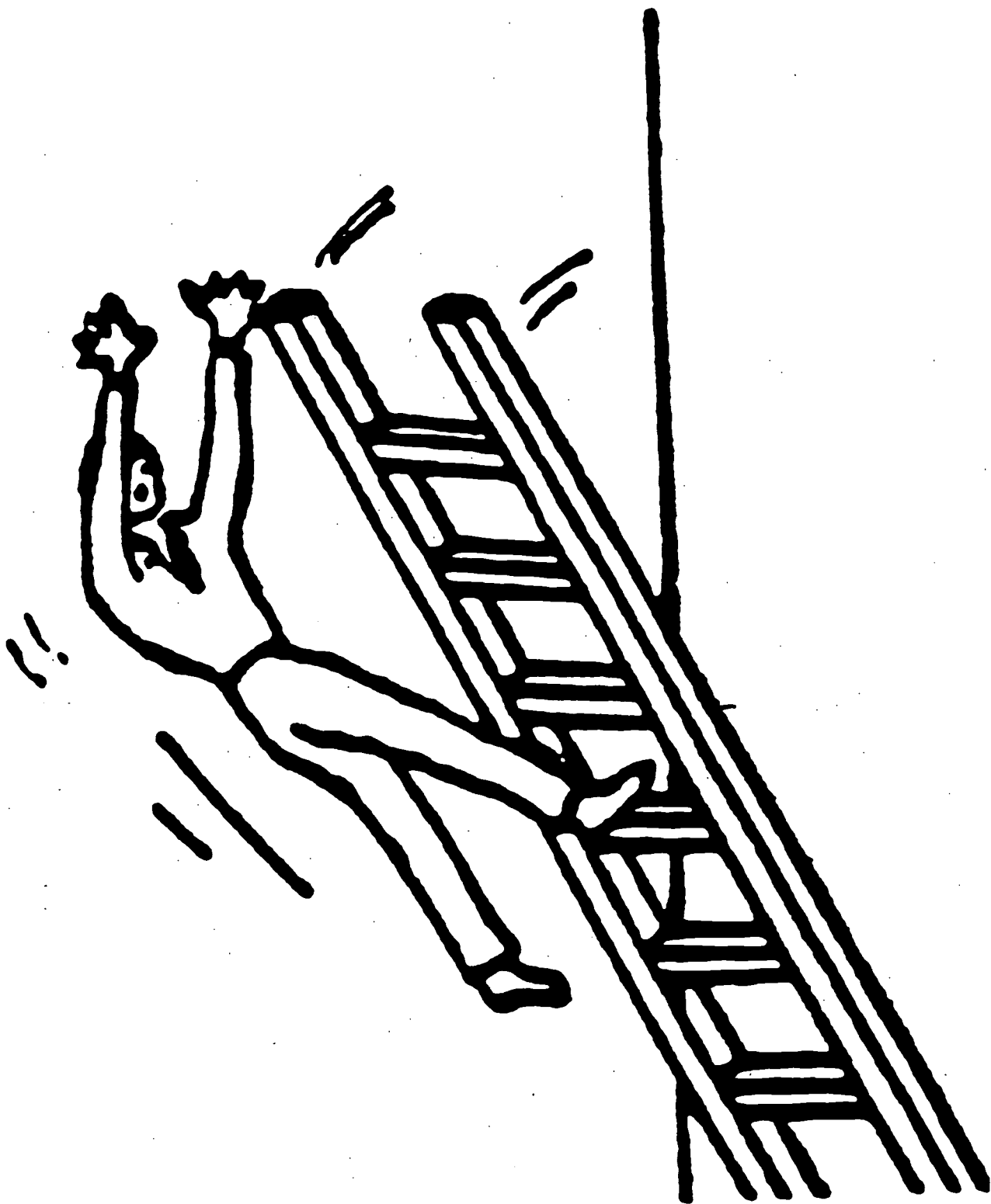




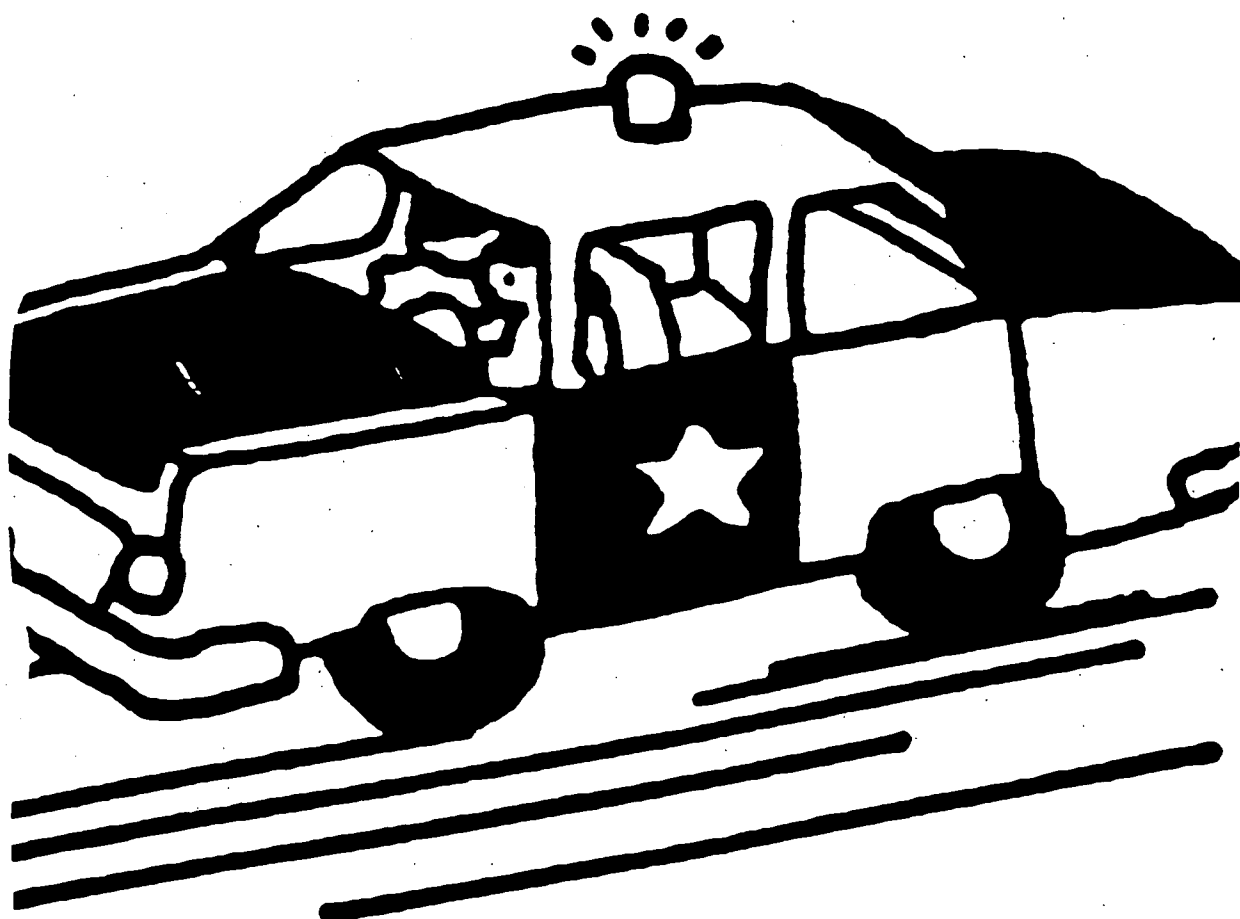


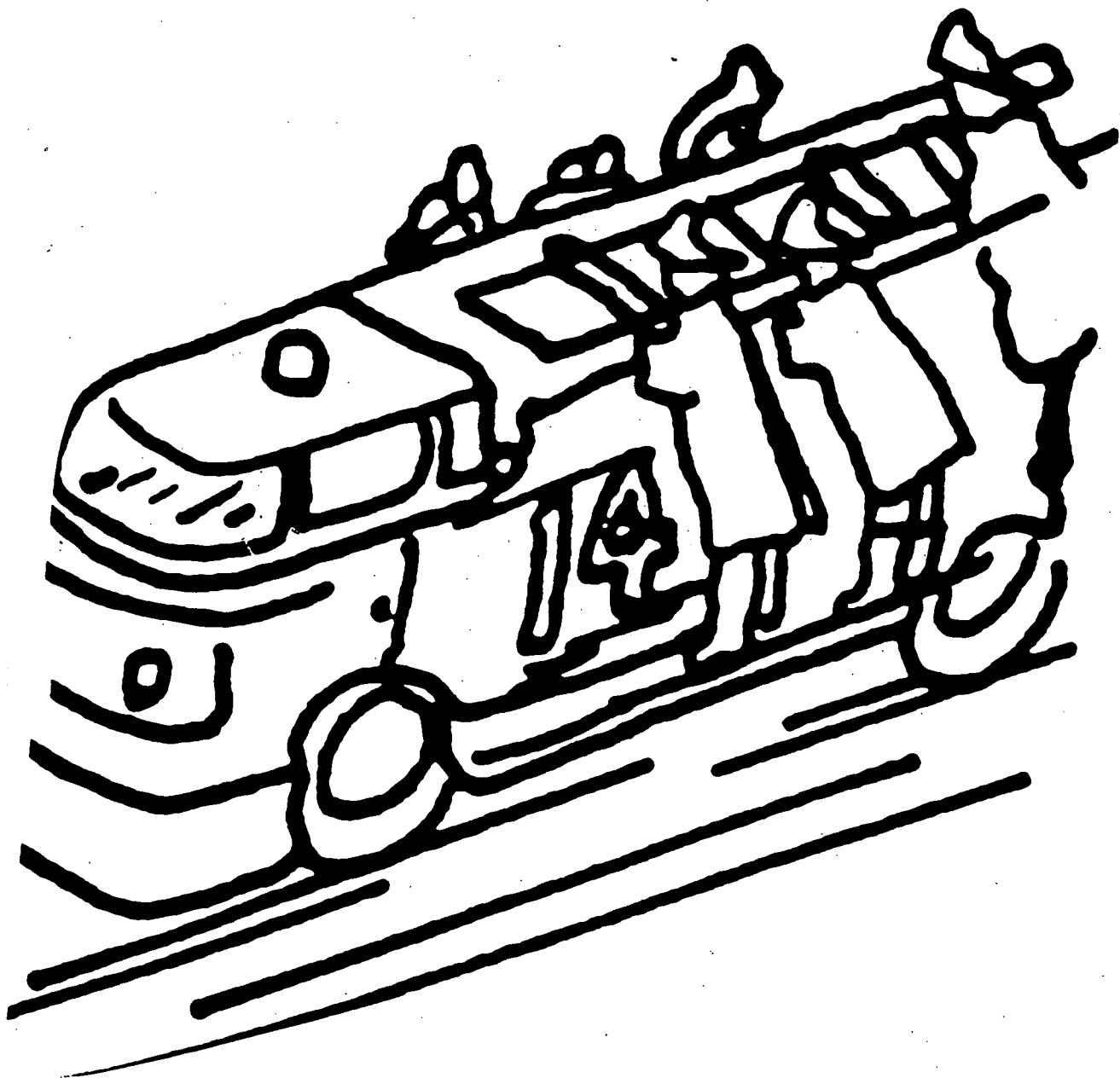




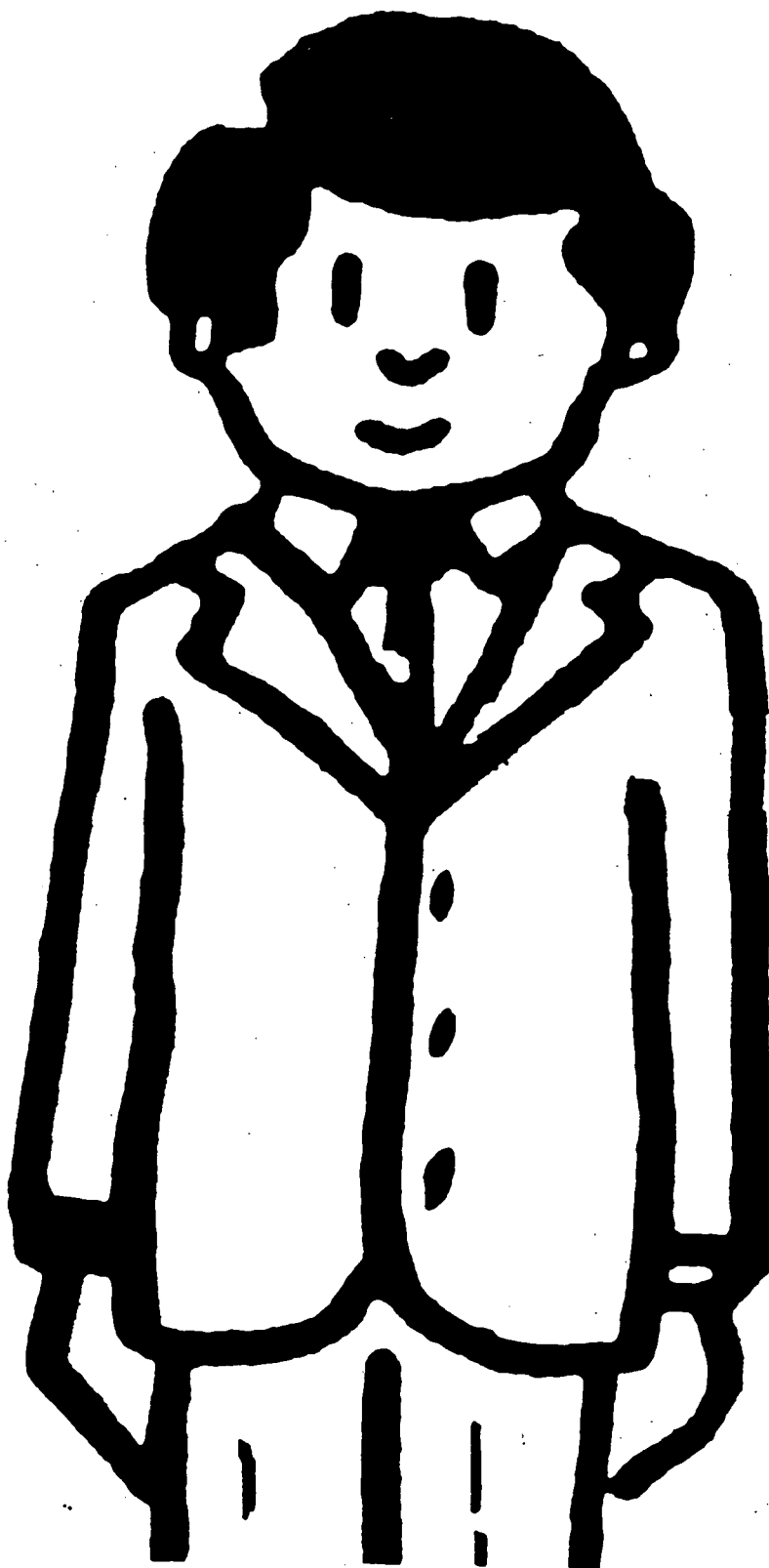


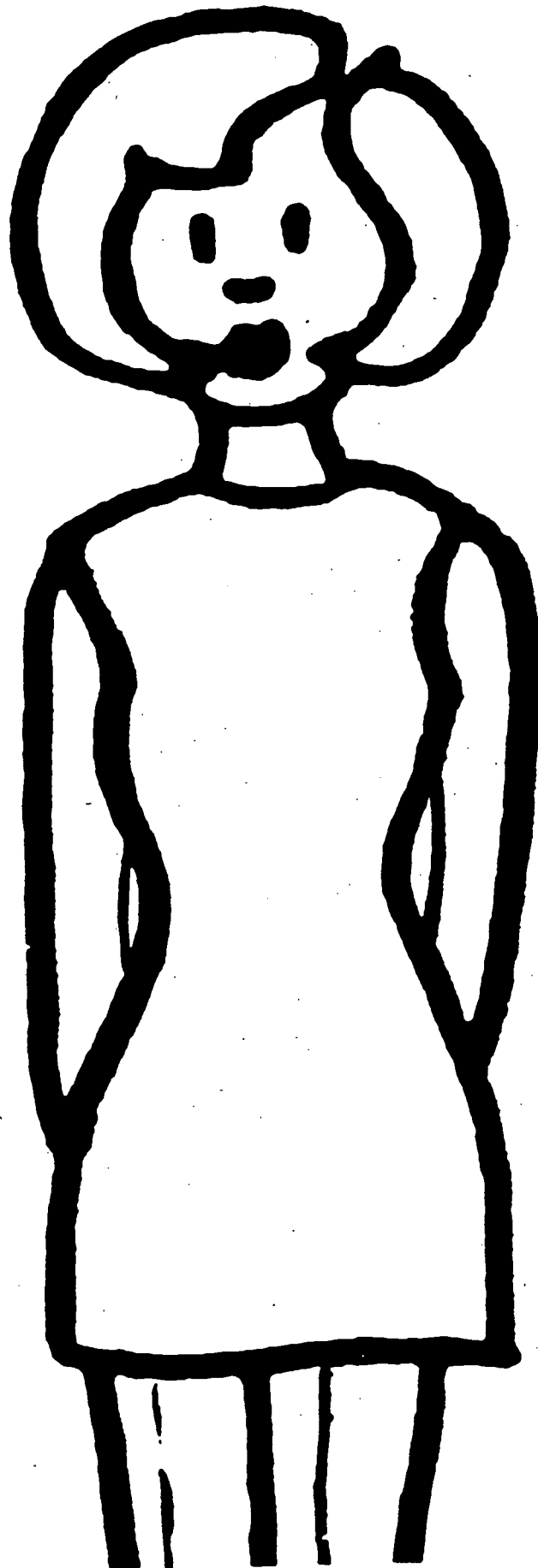


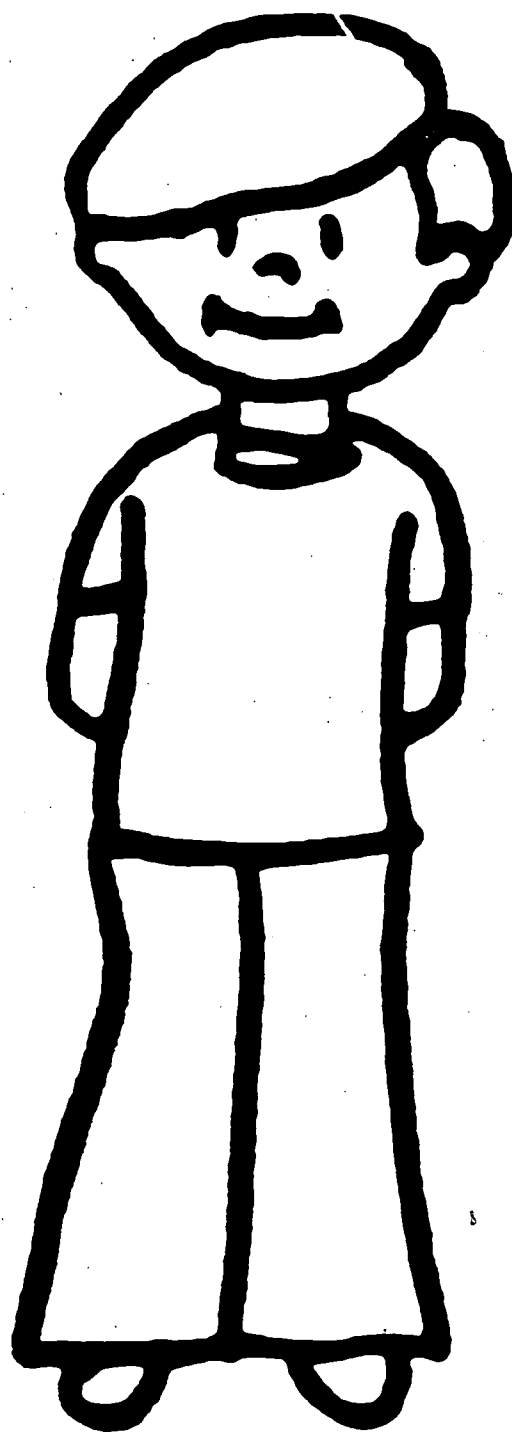








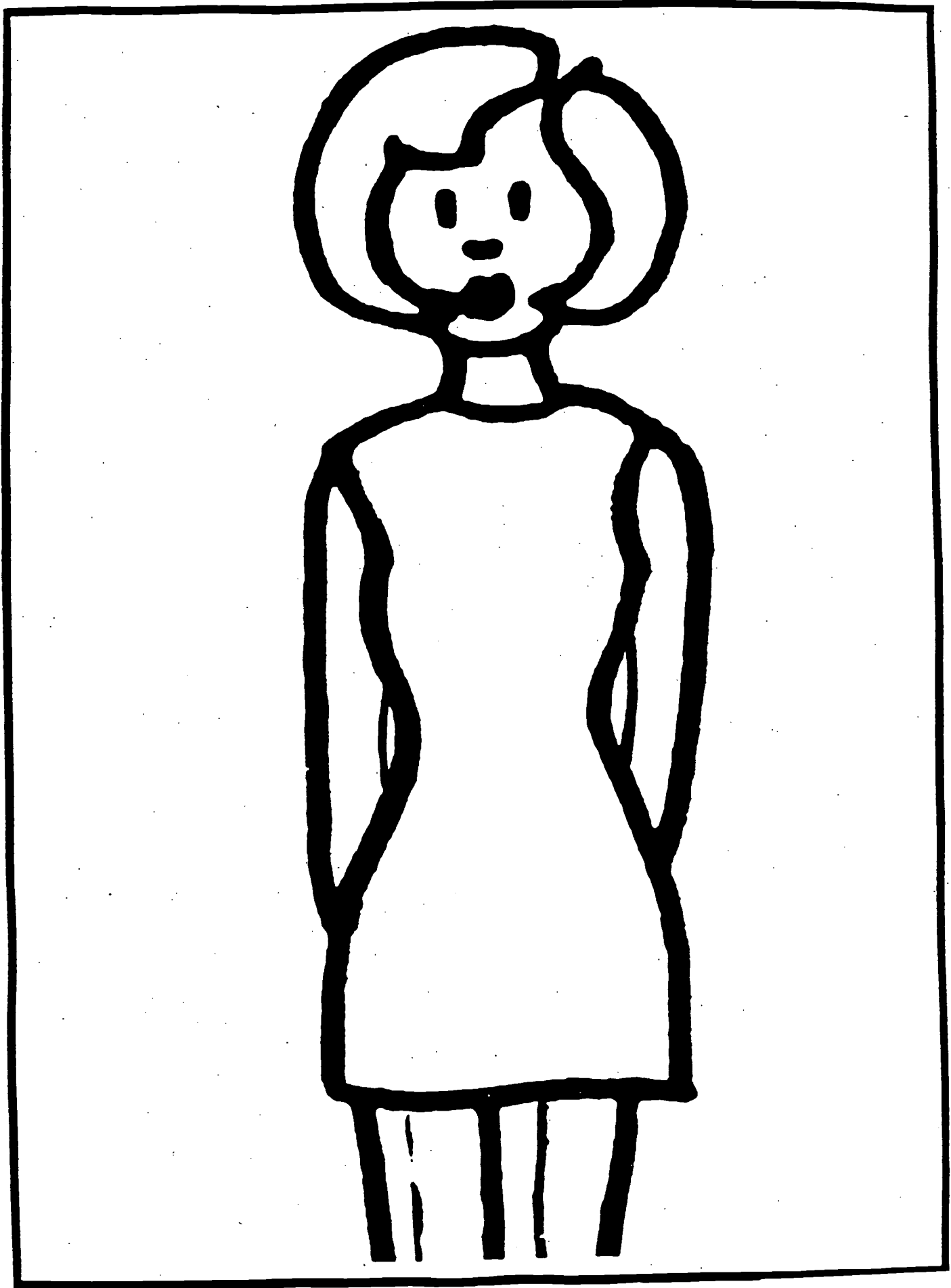


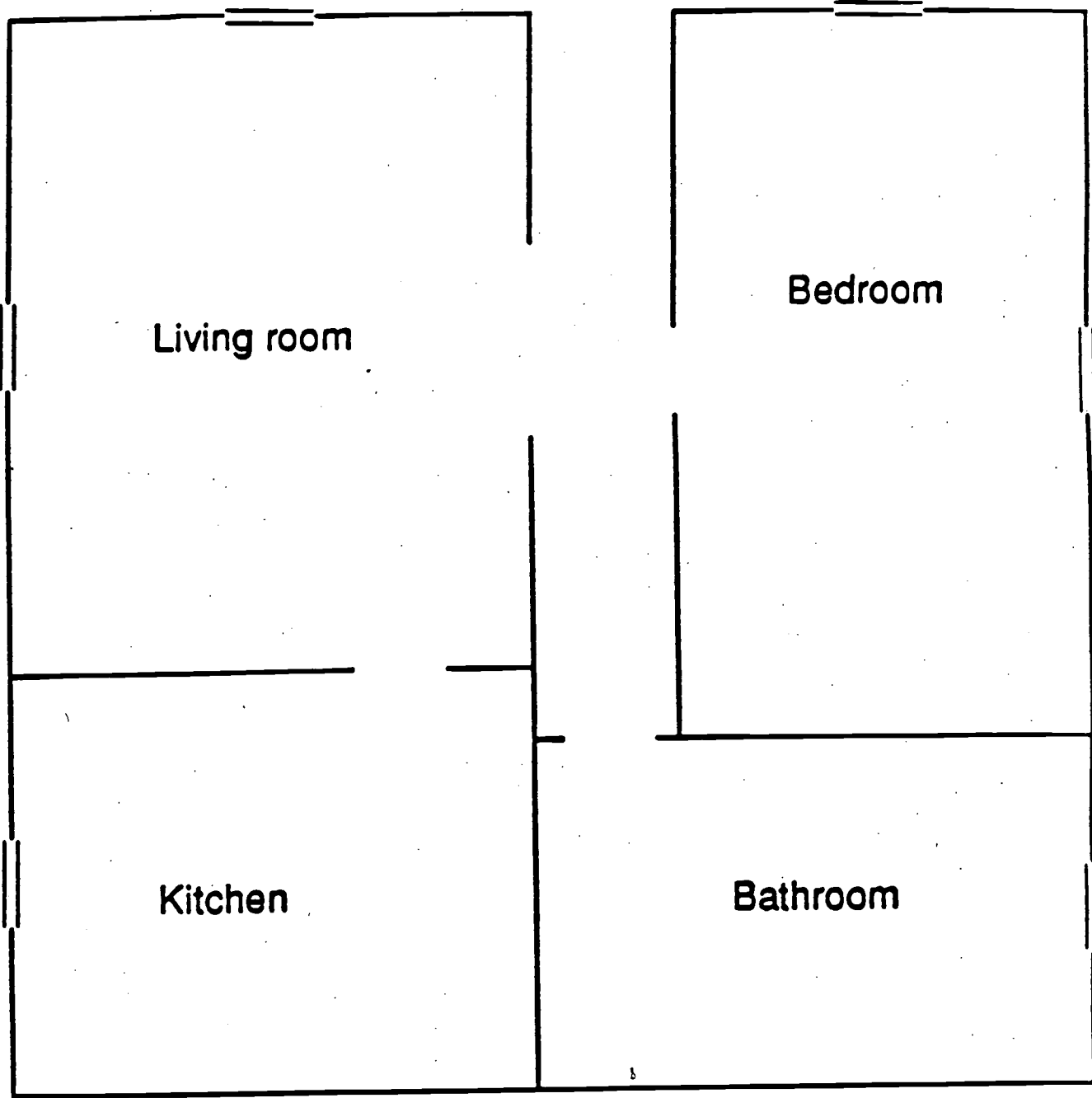


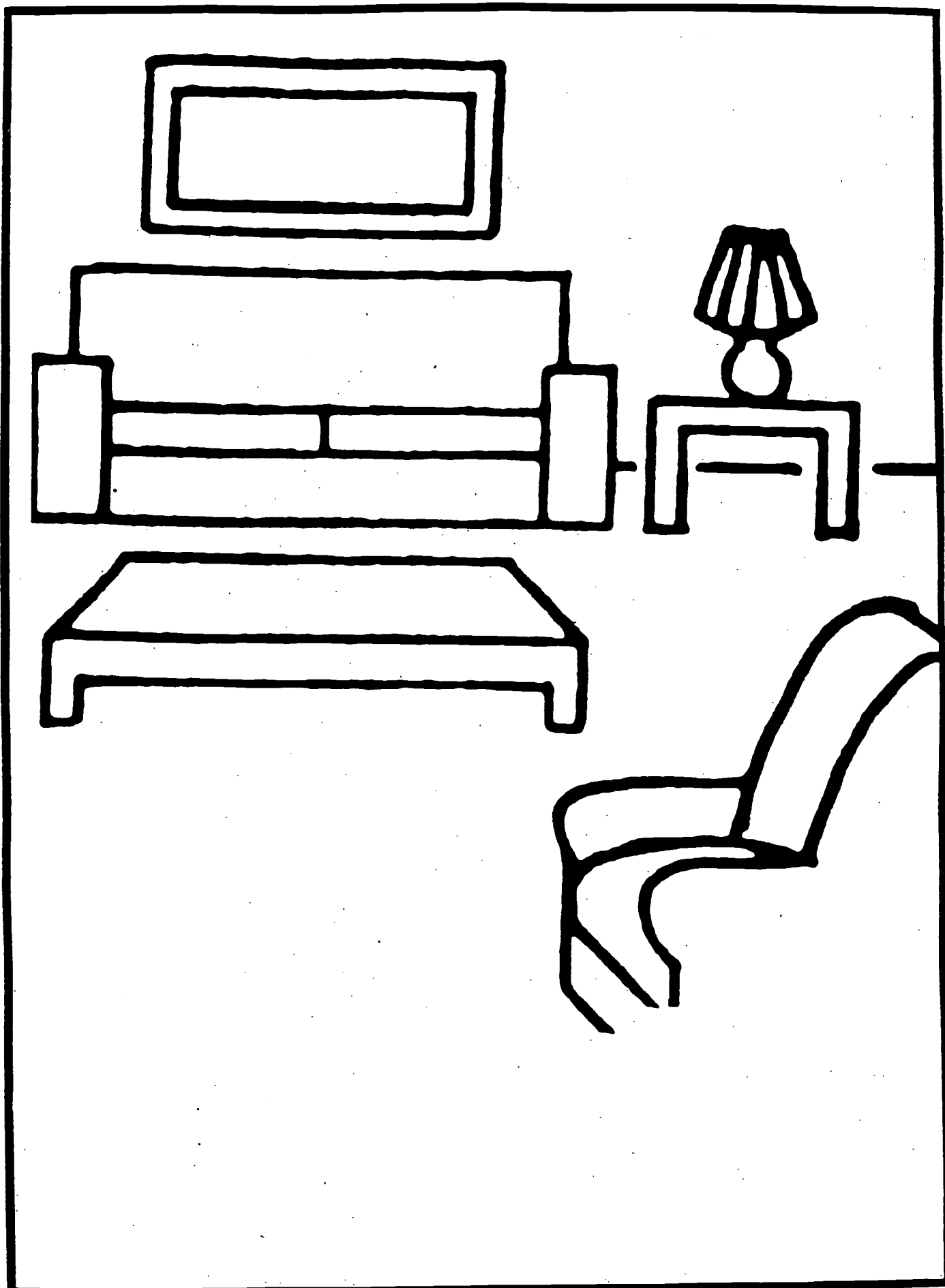


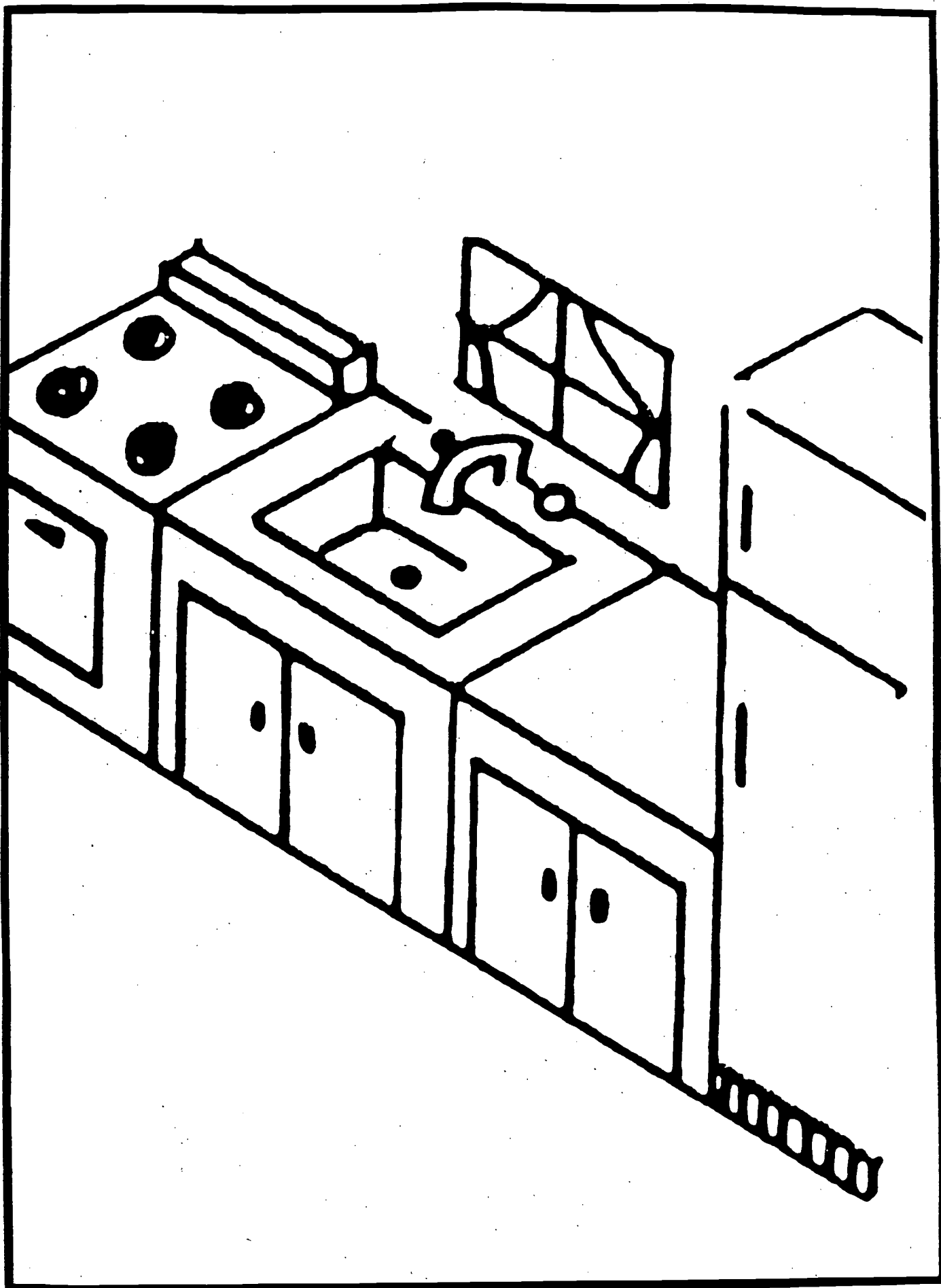


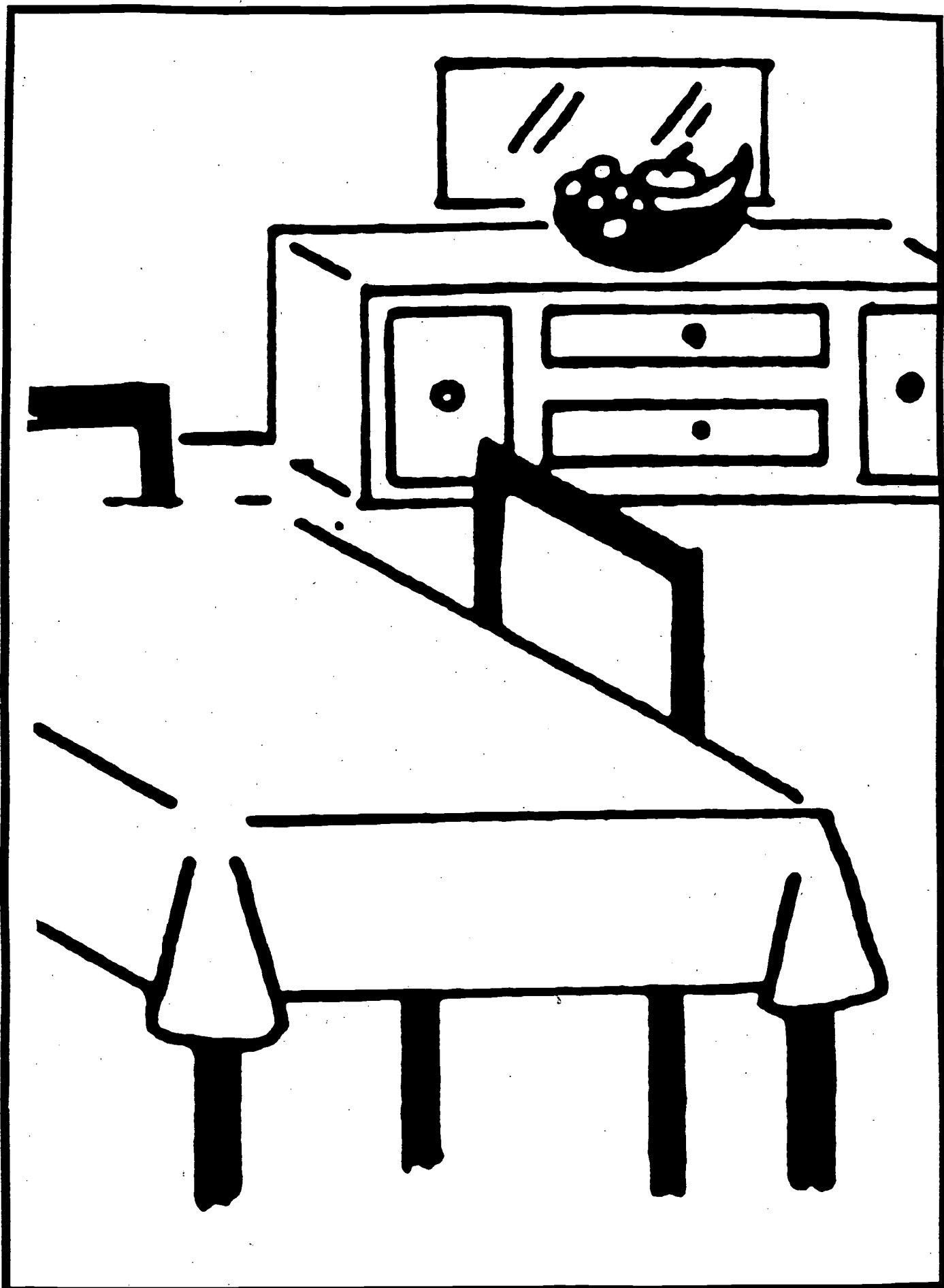
7

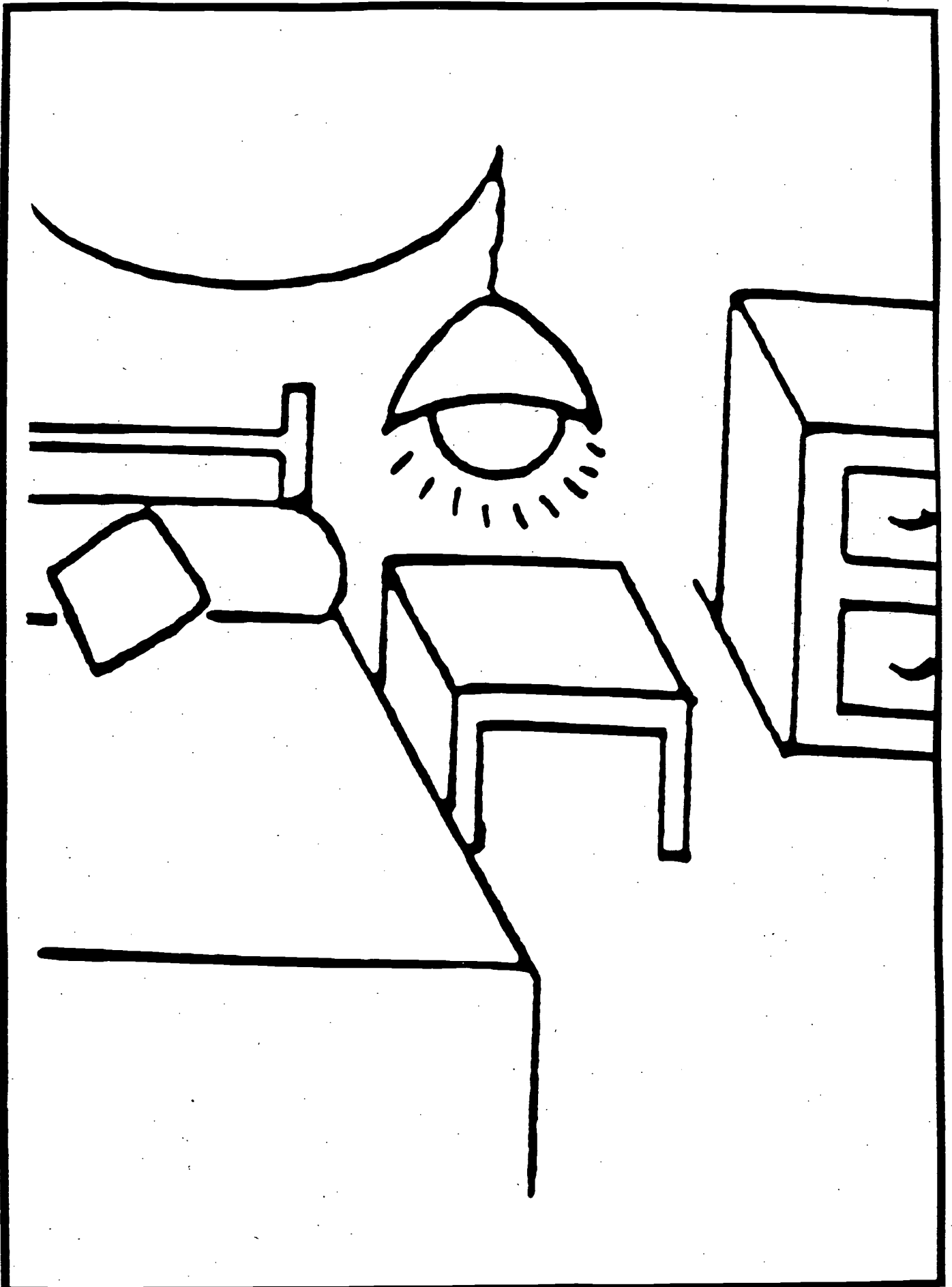


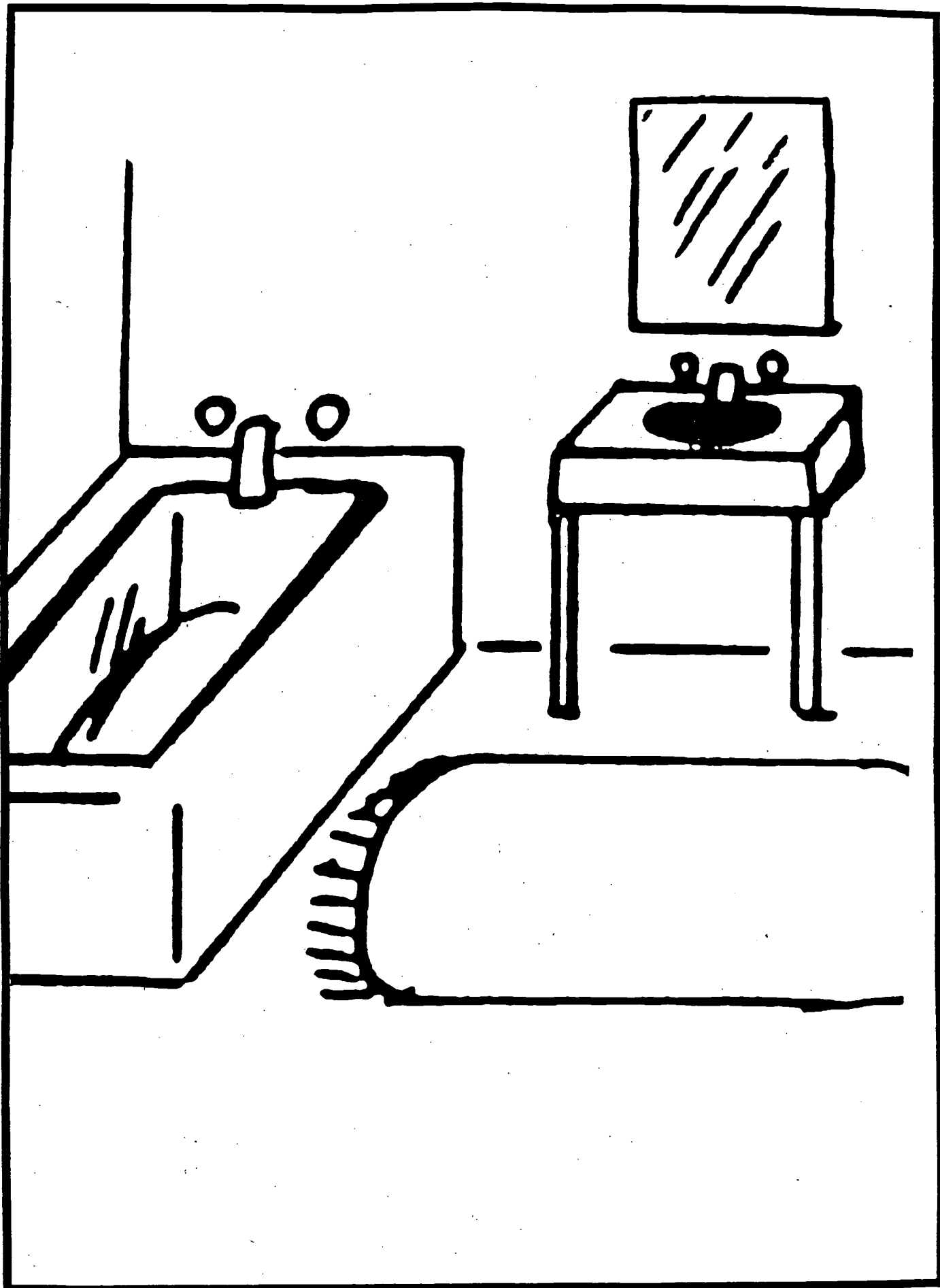


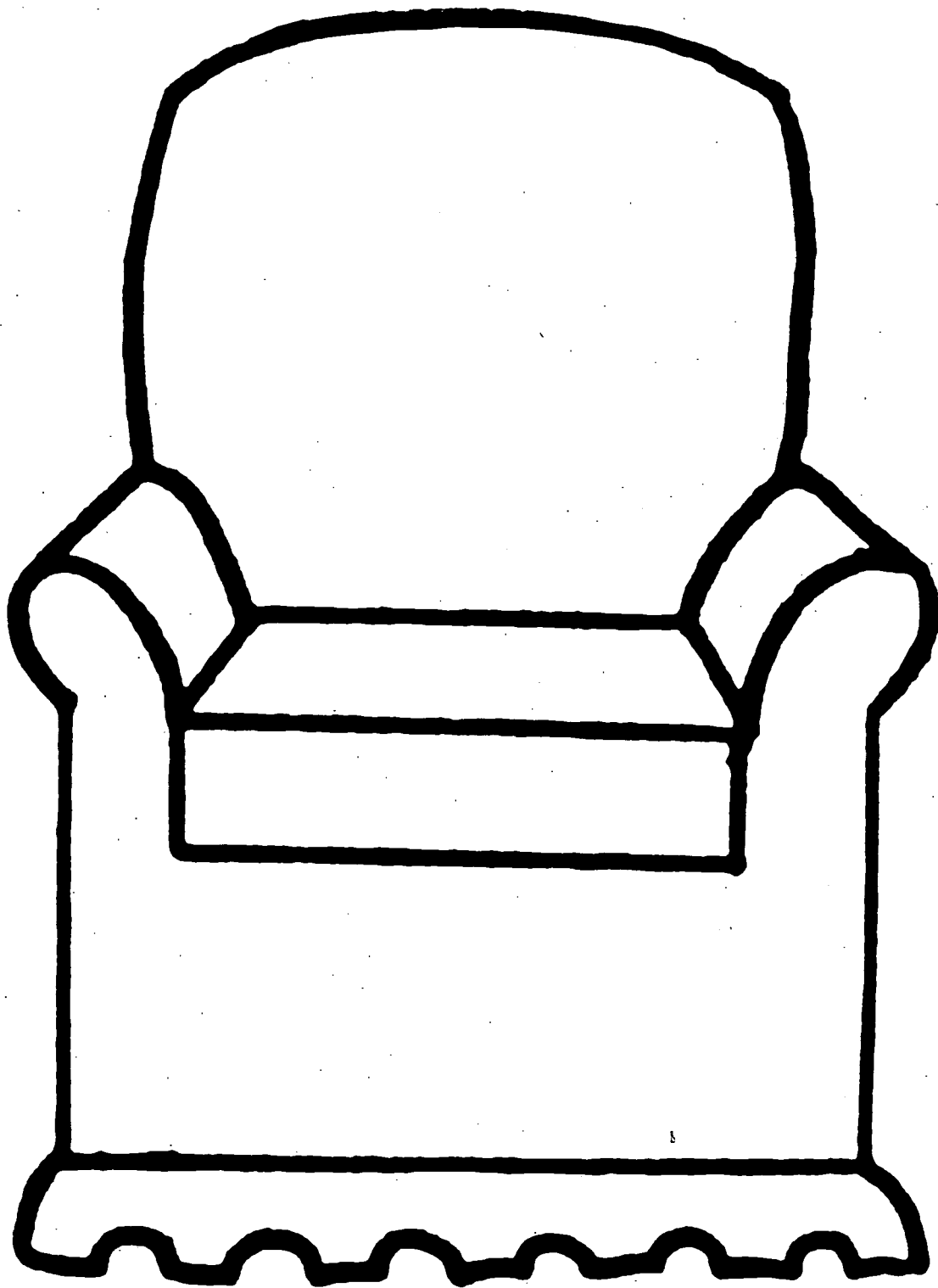


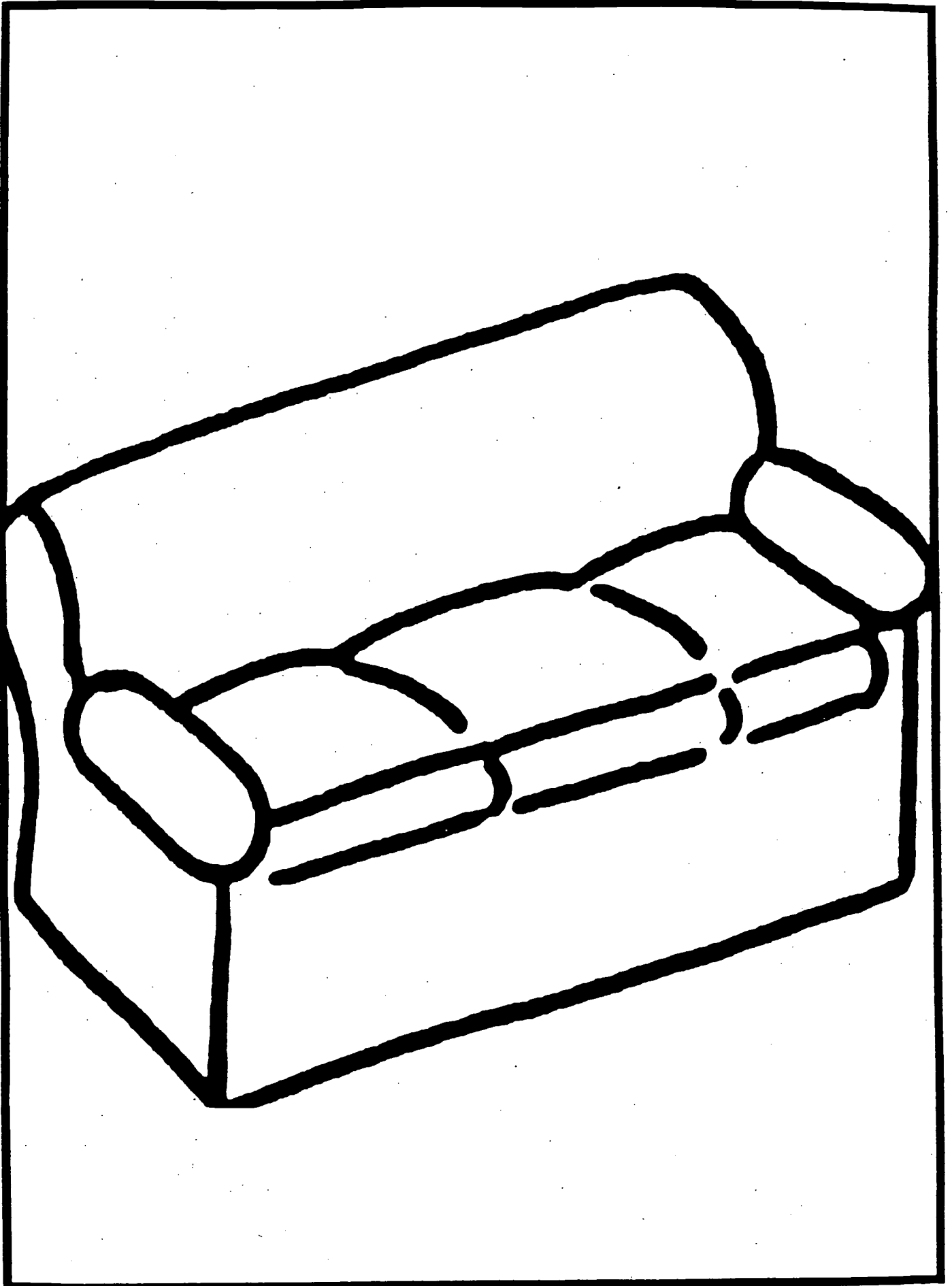


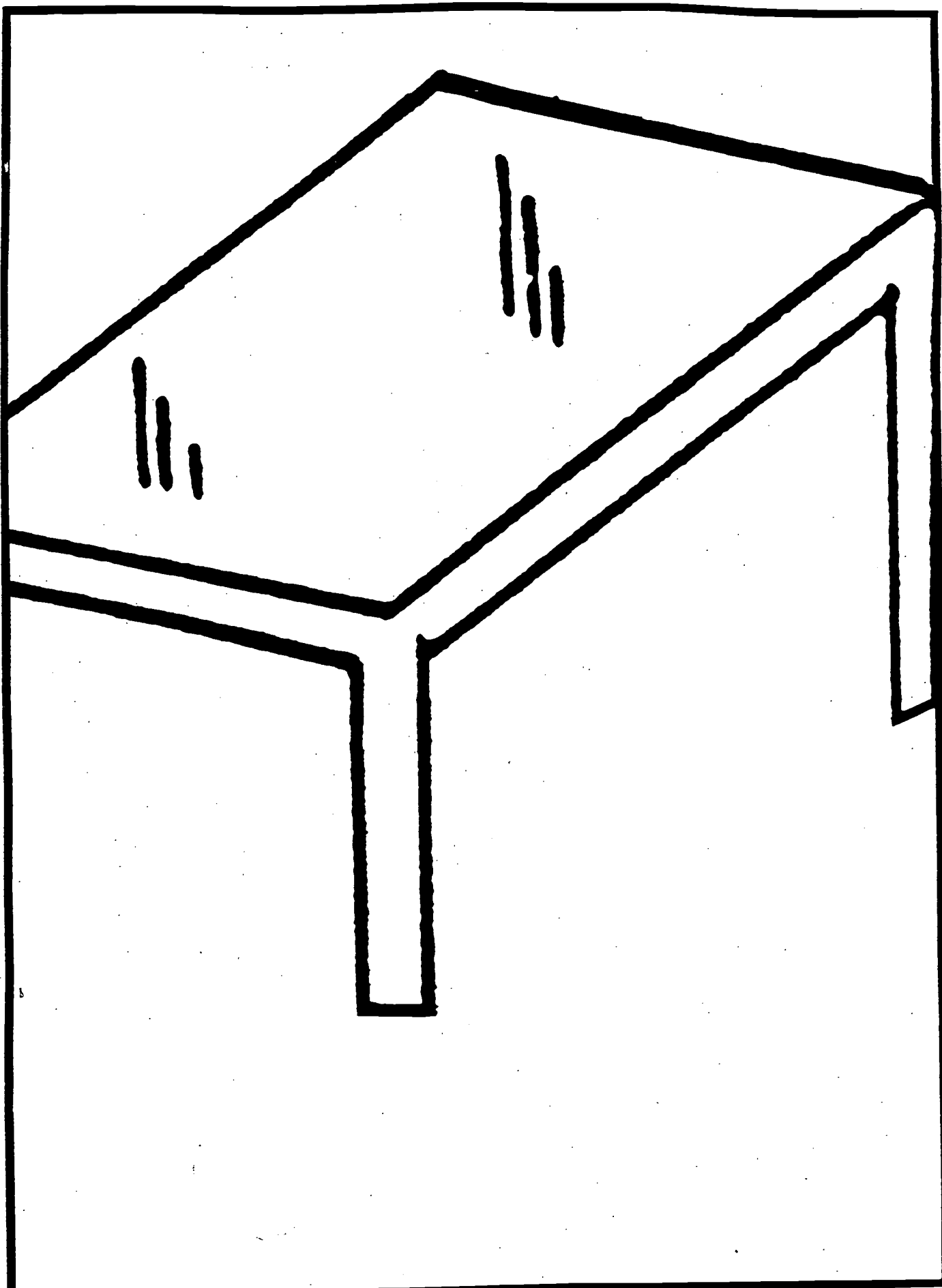


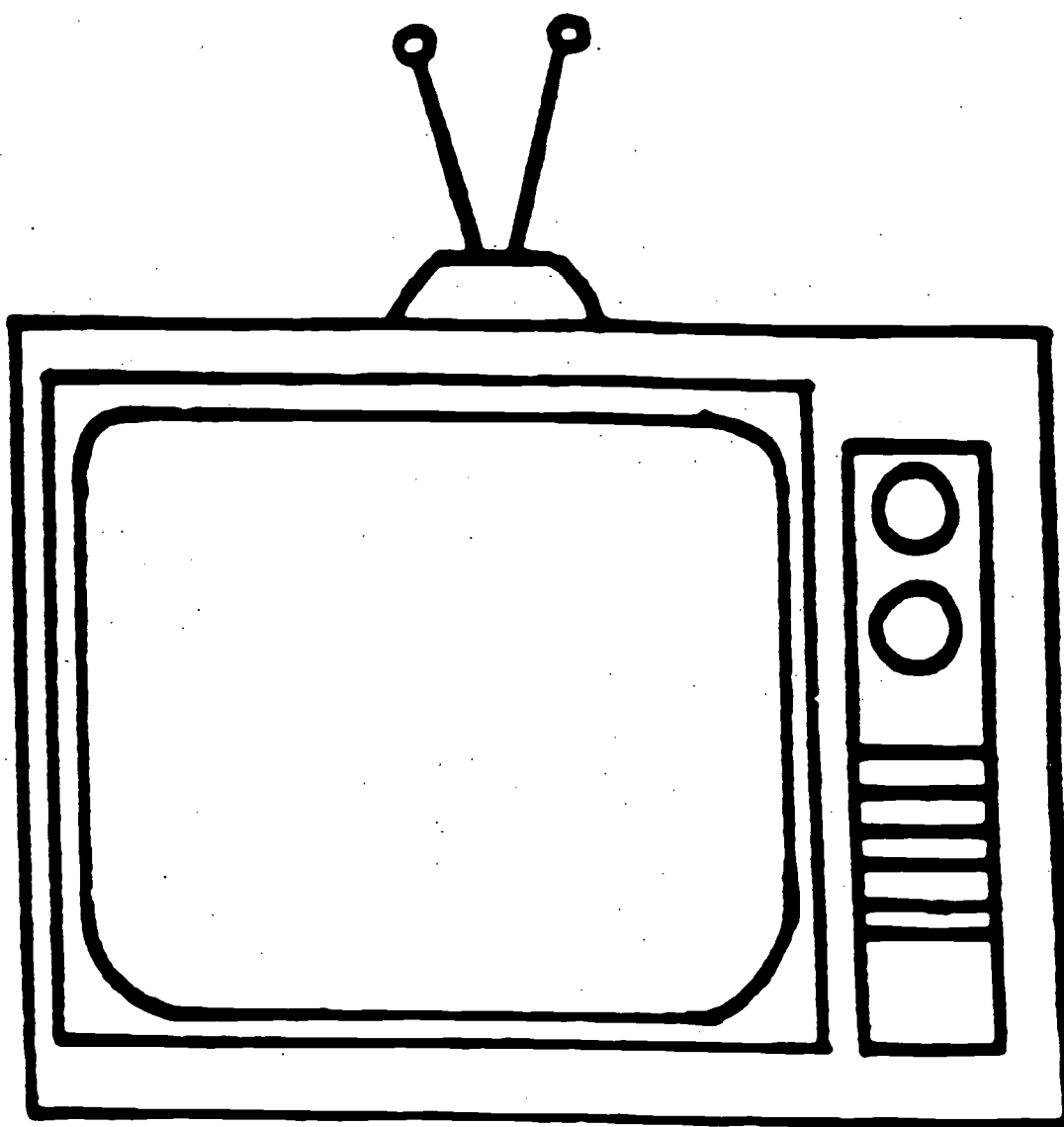


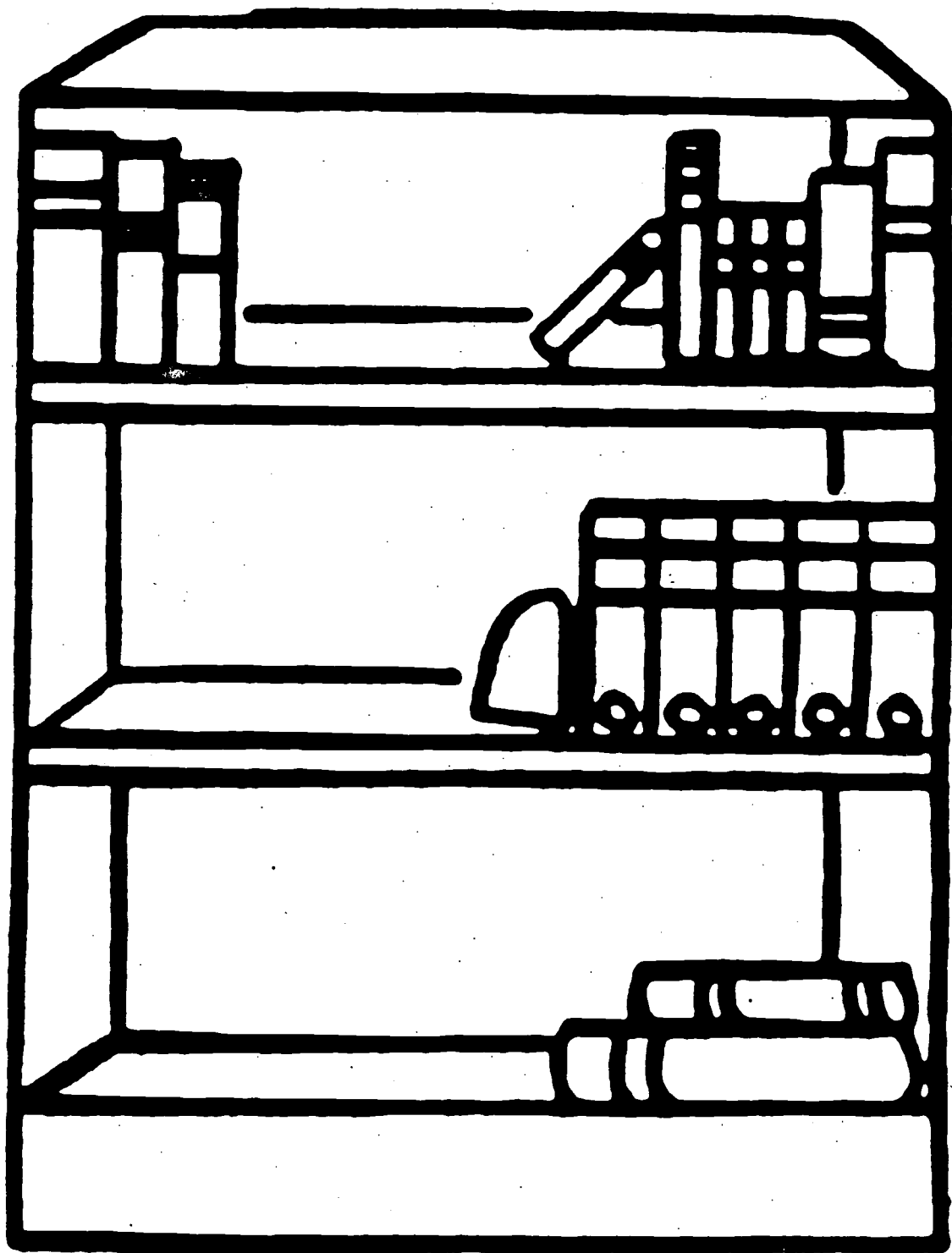


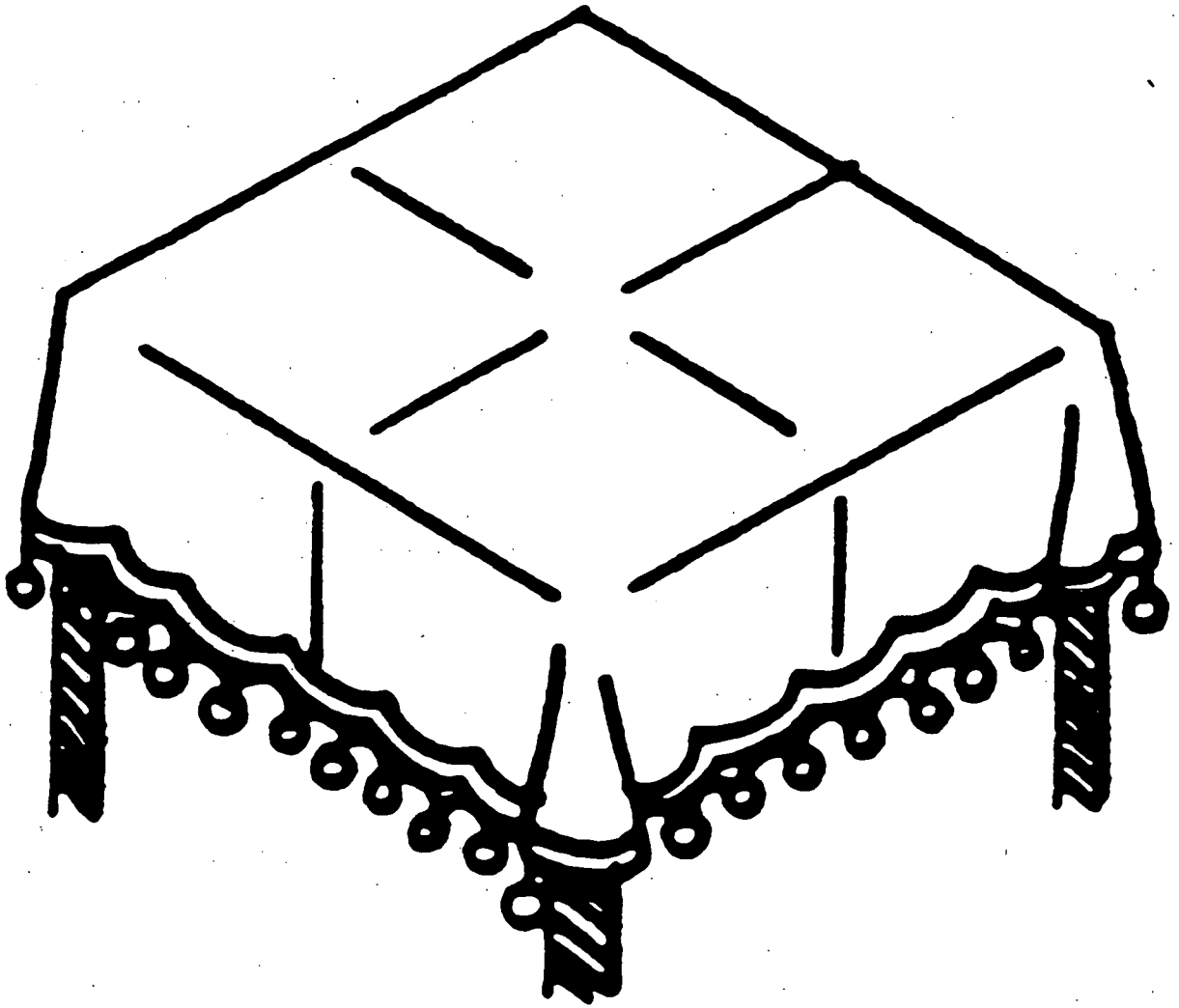


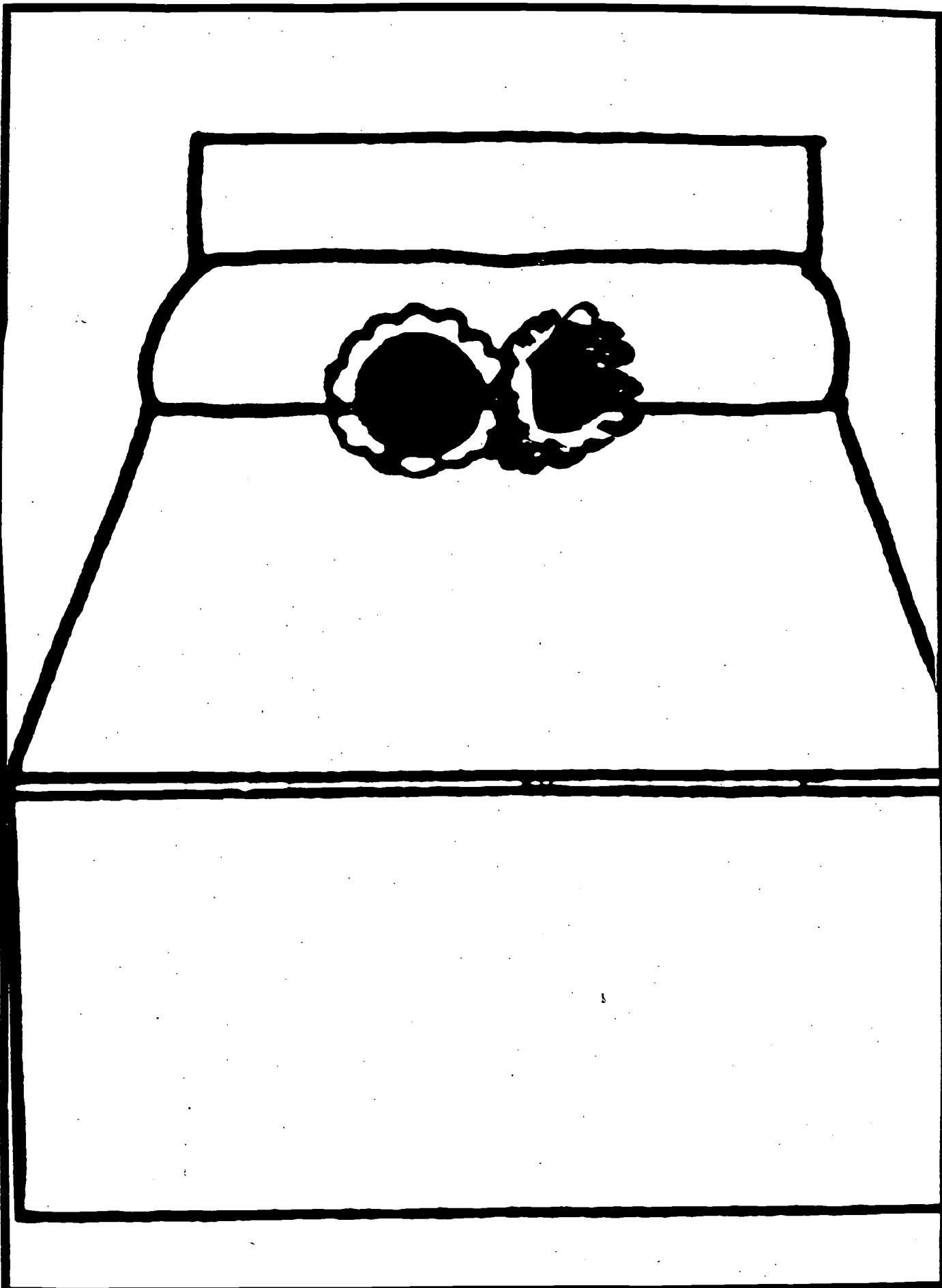


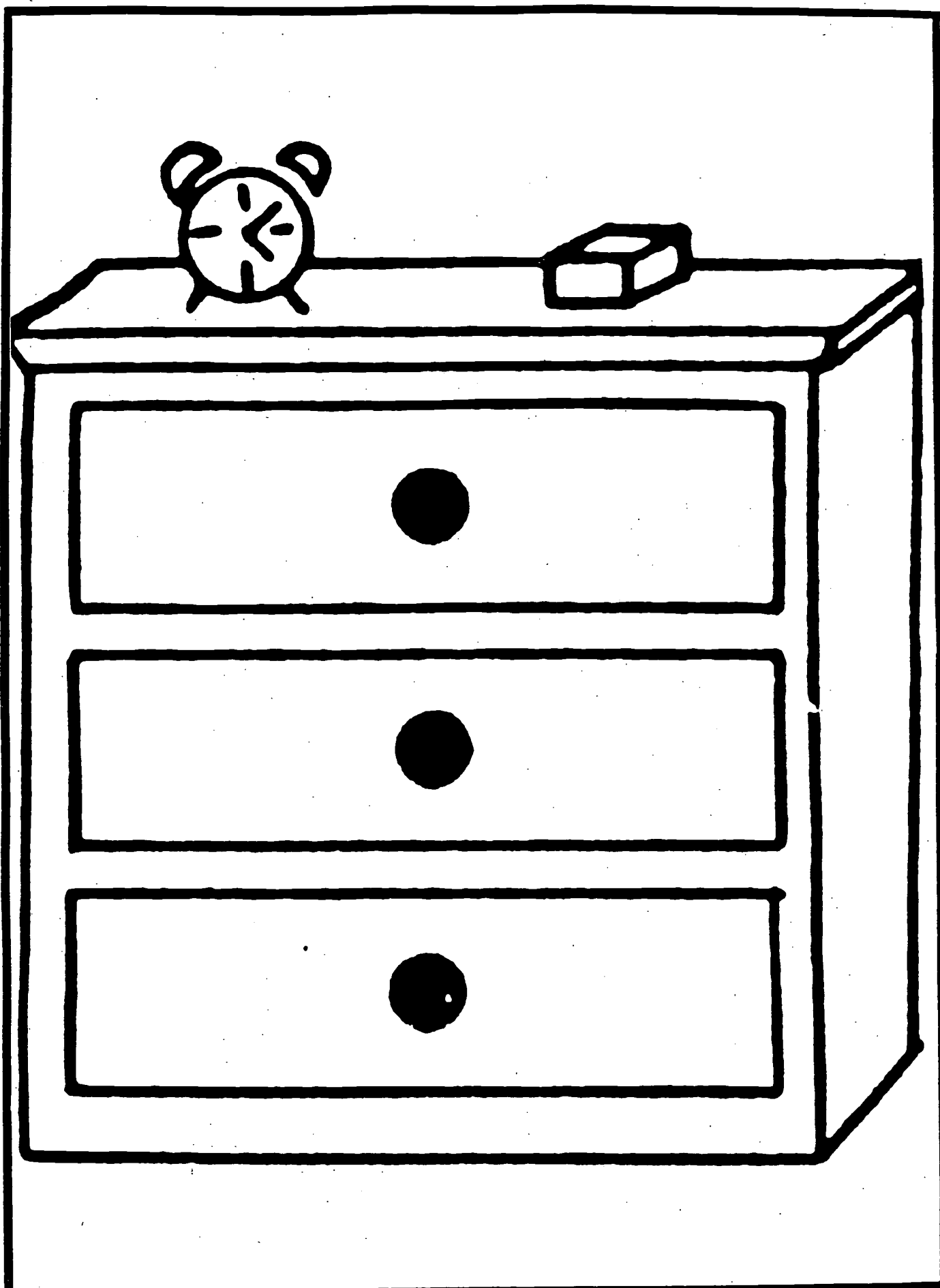


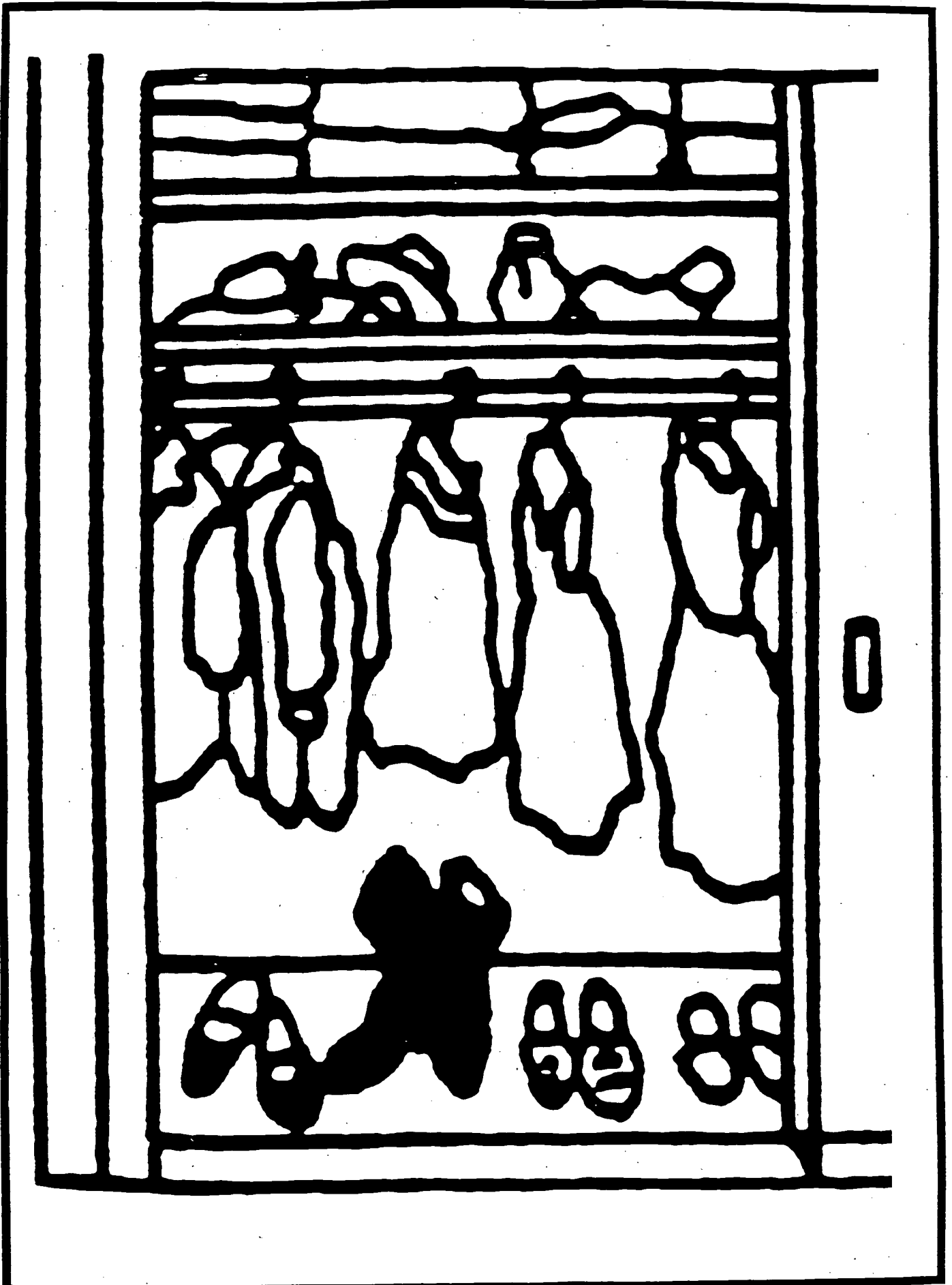


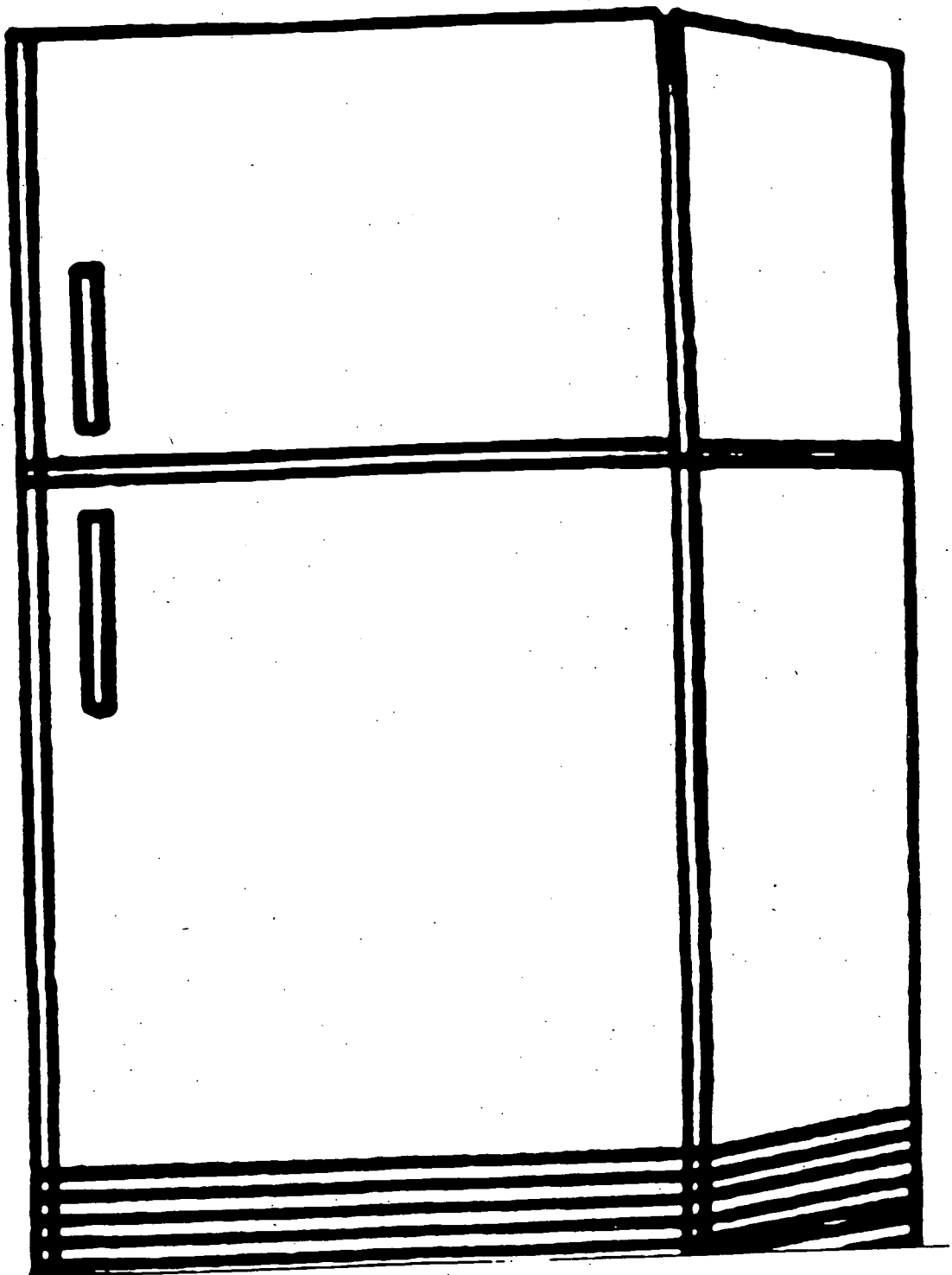


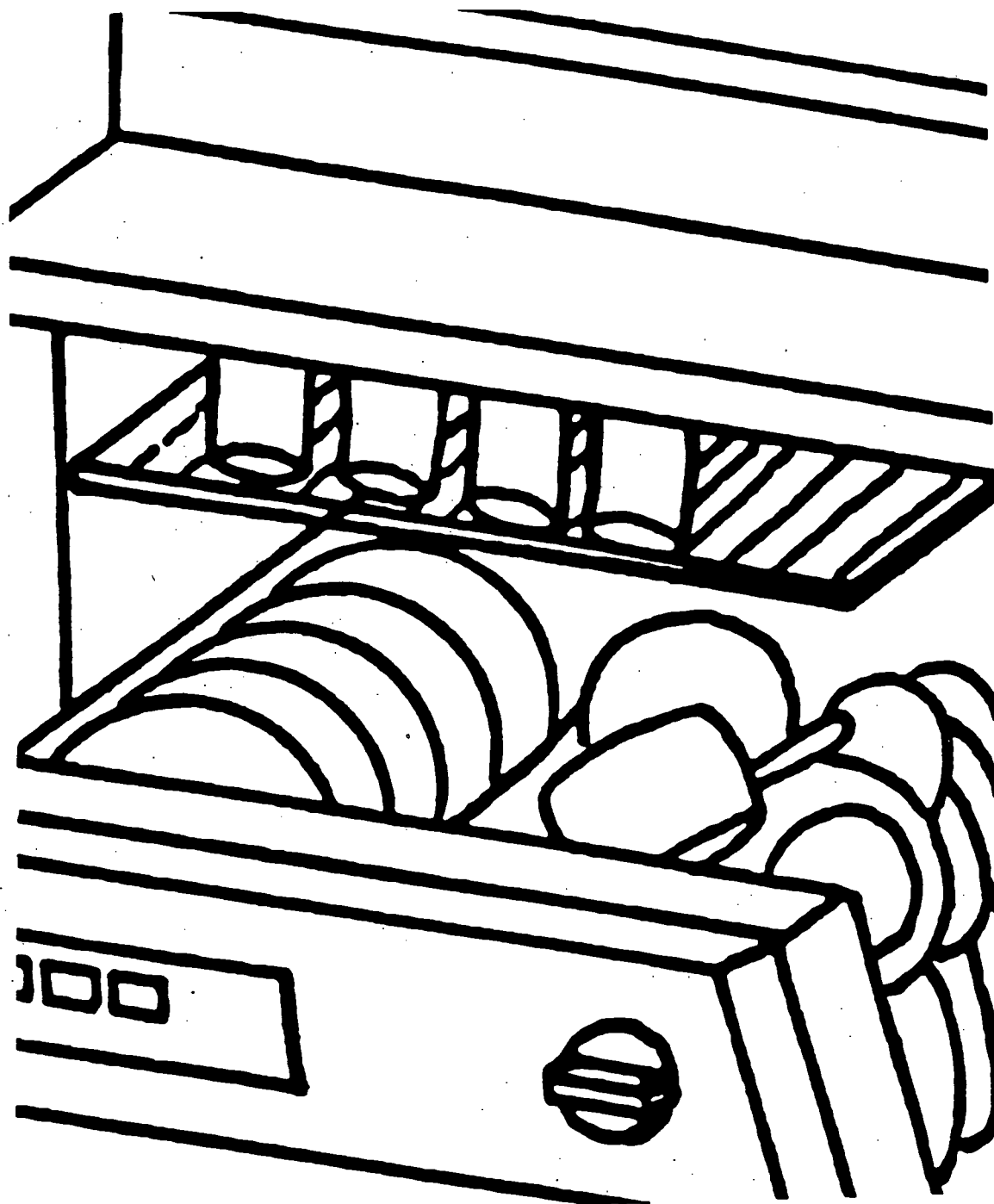


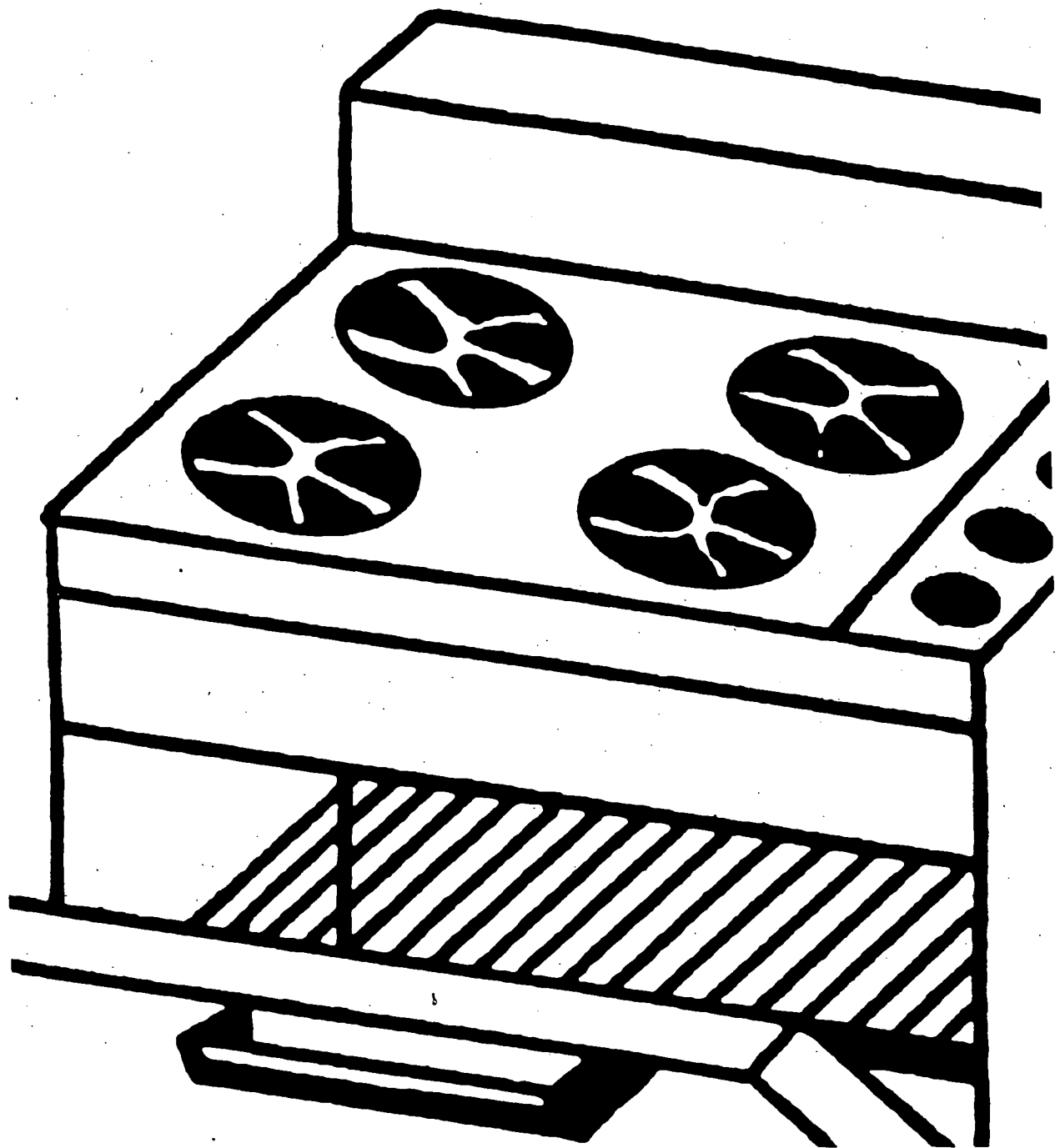


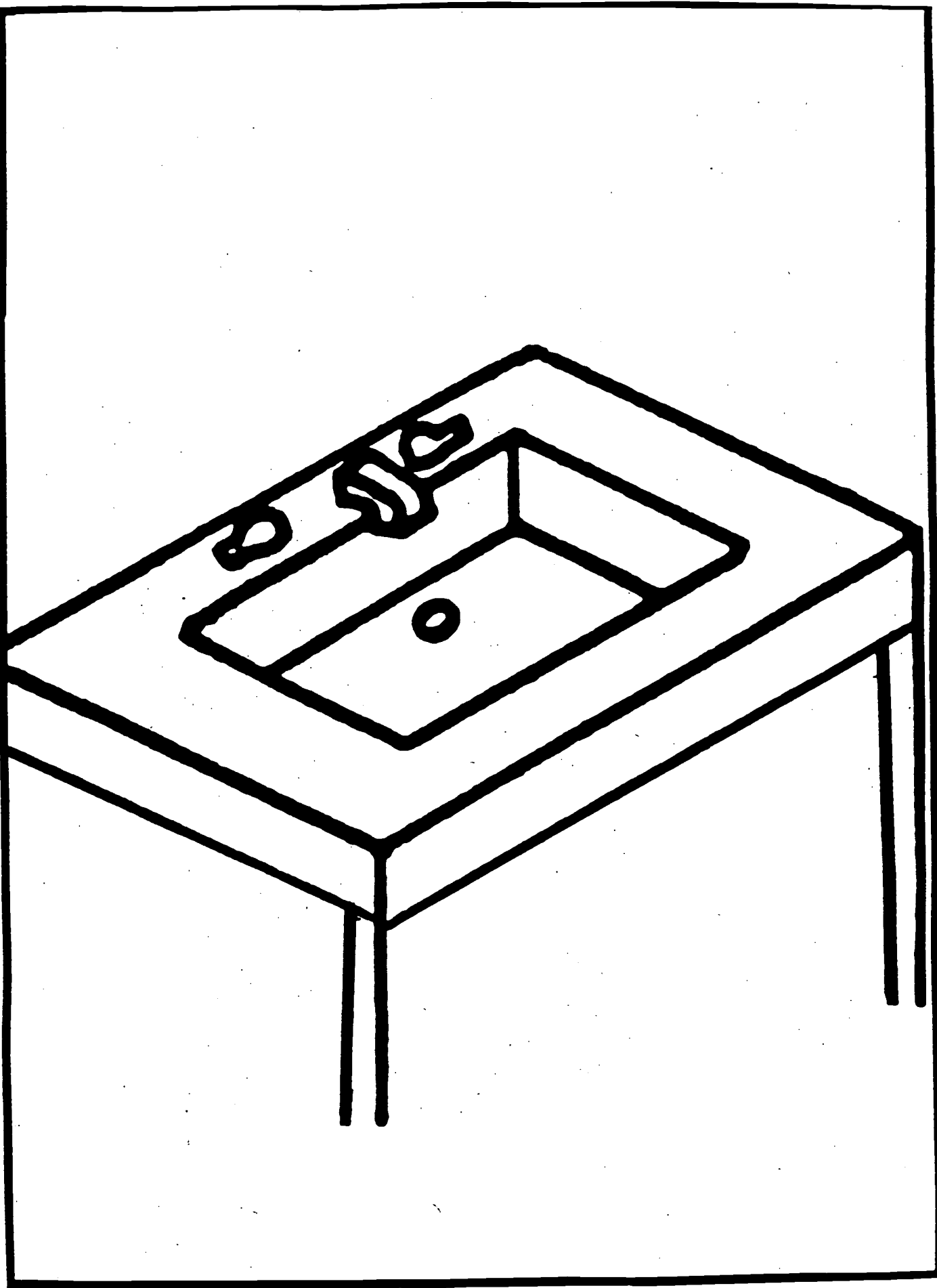


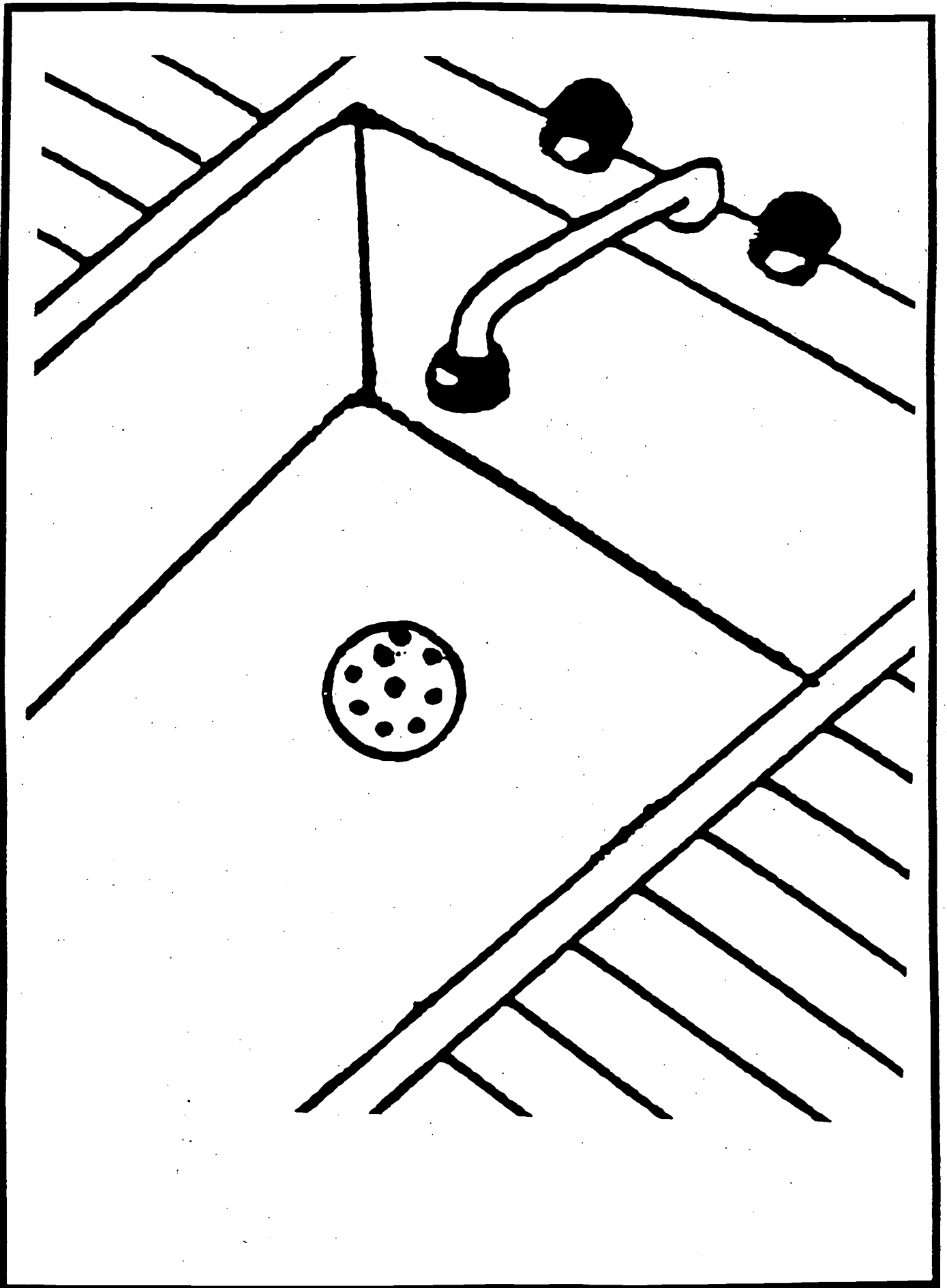


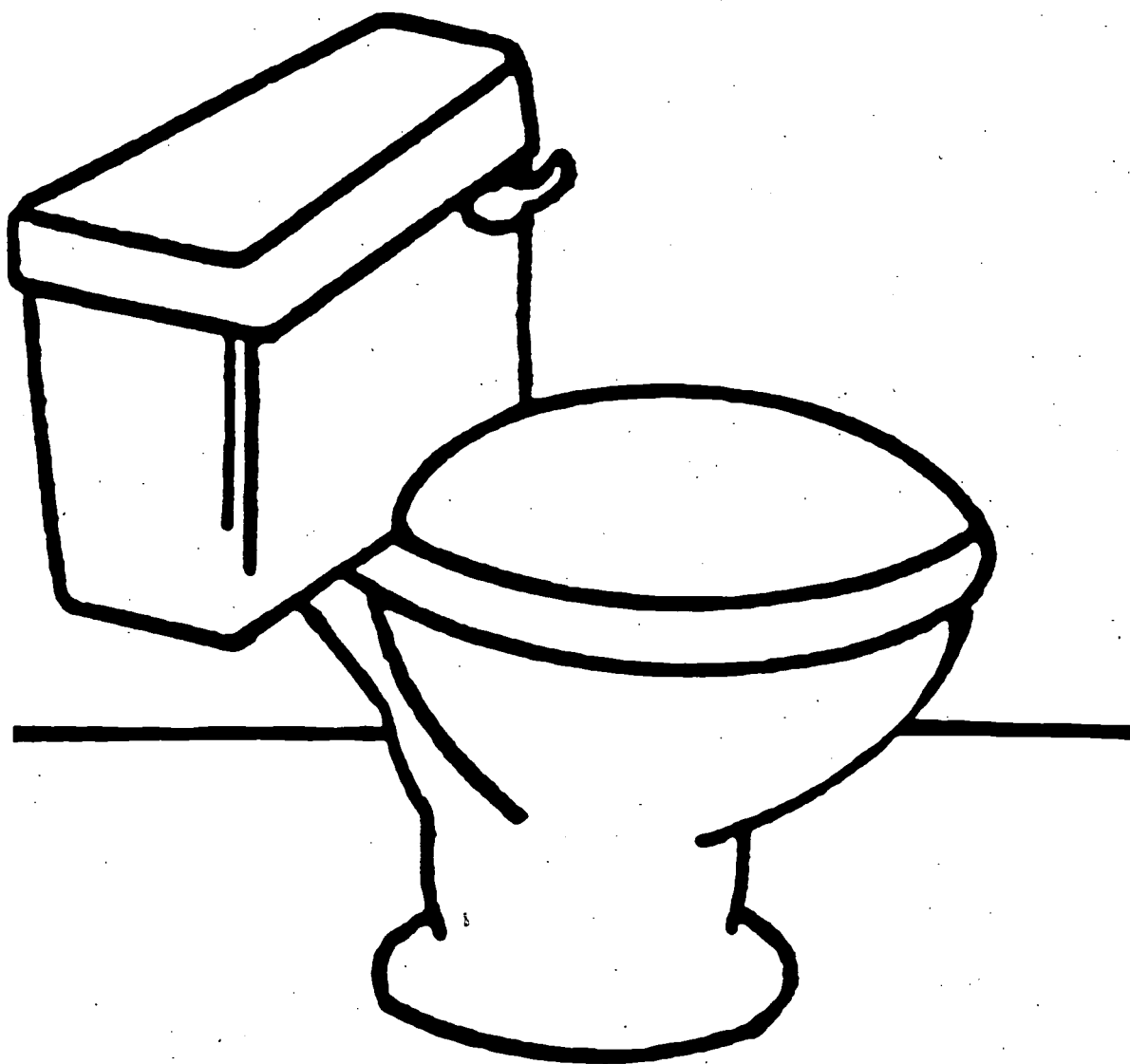


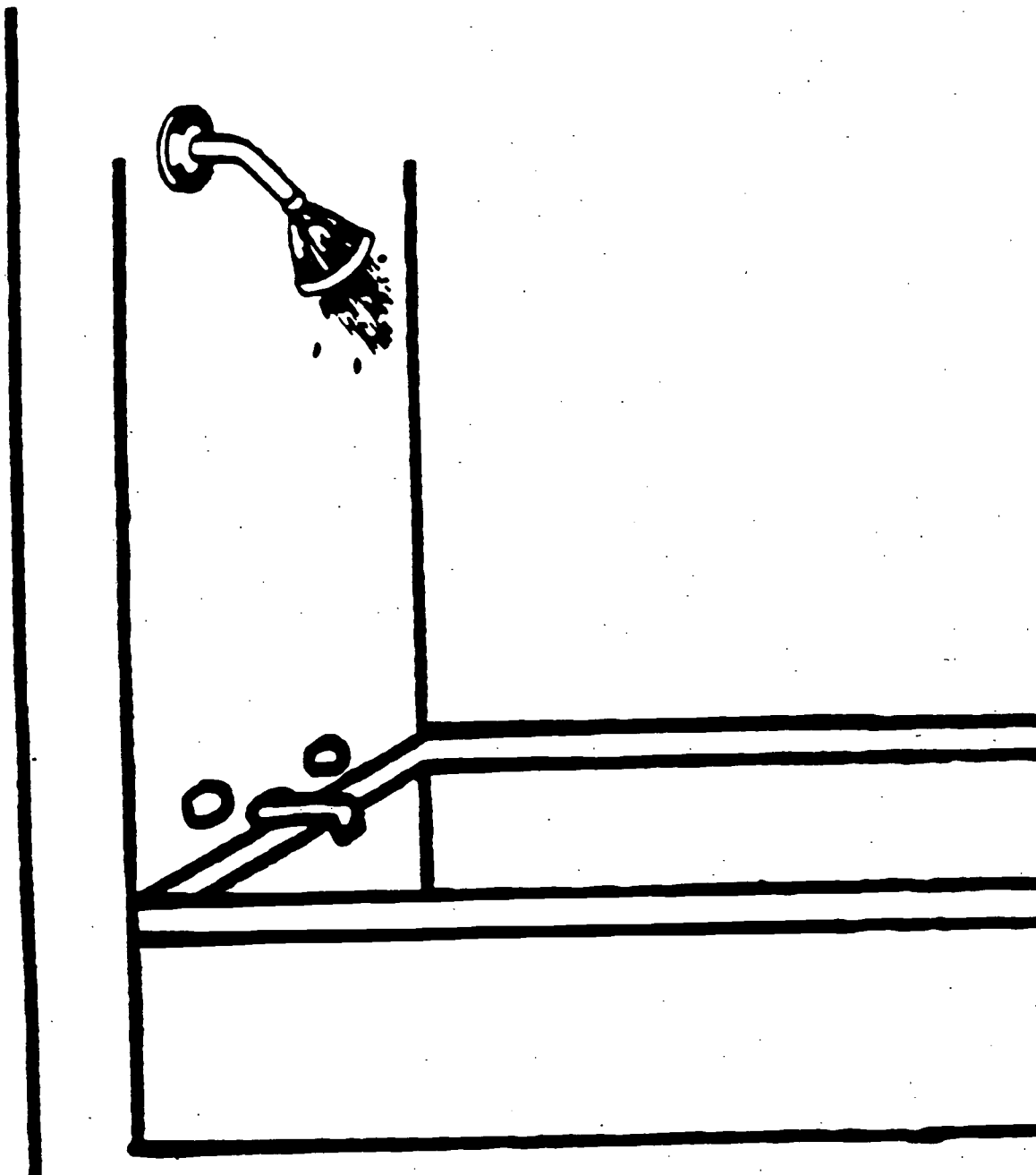


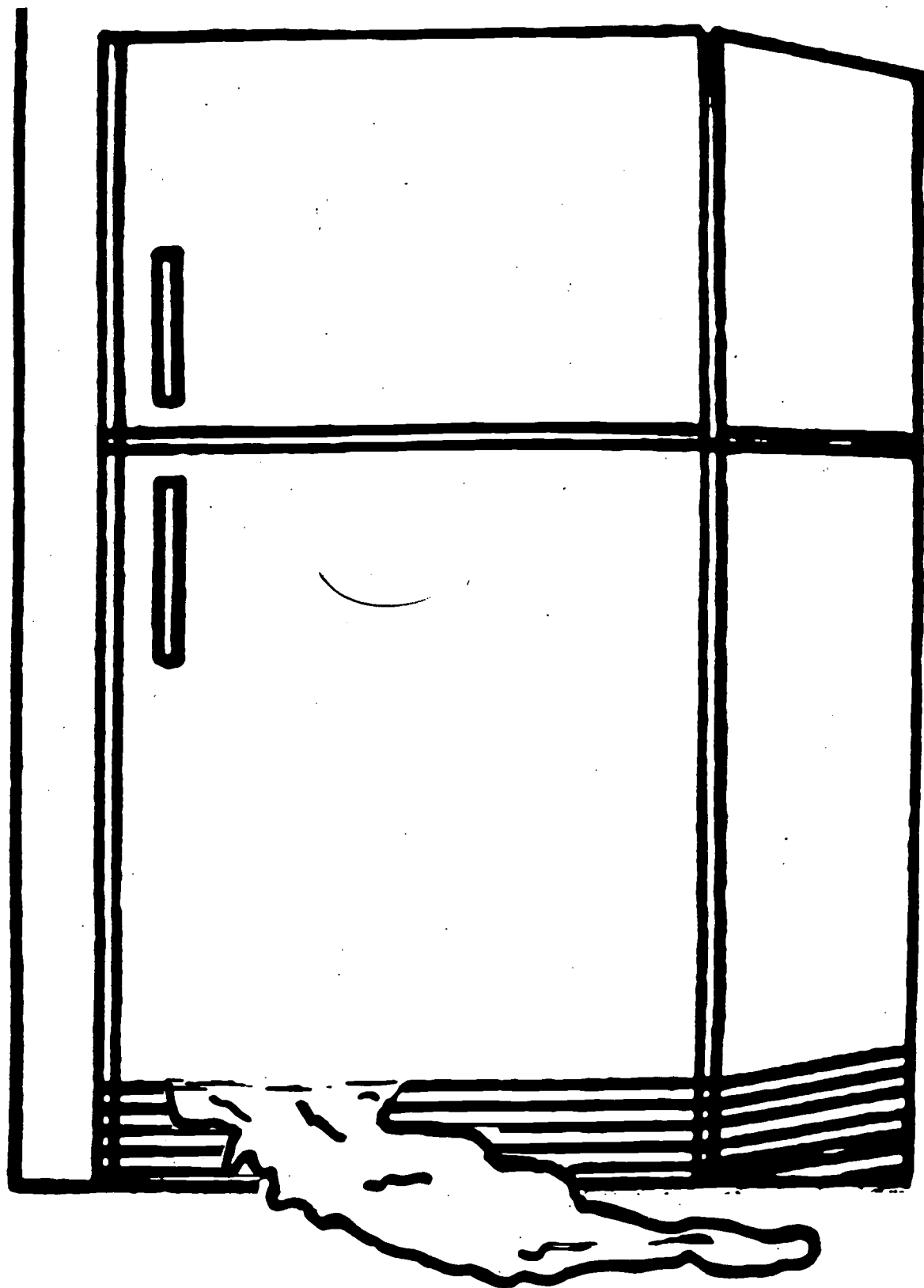


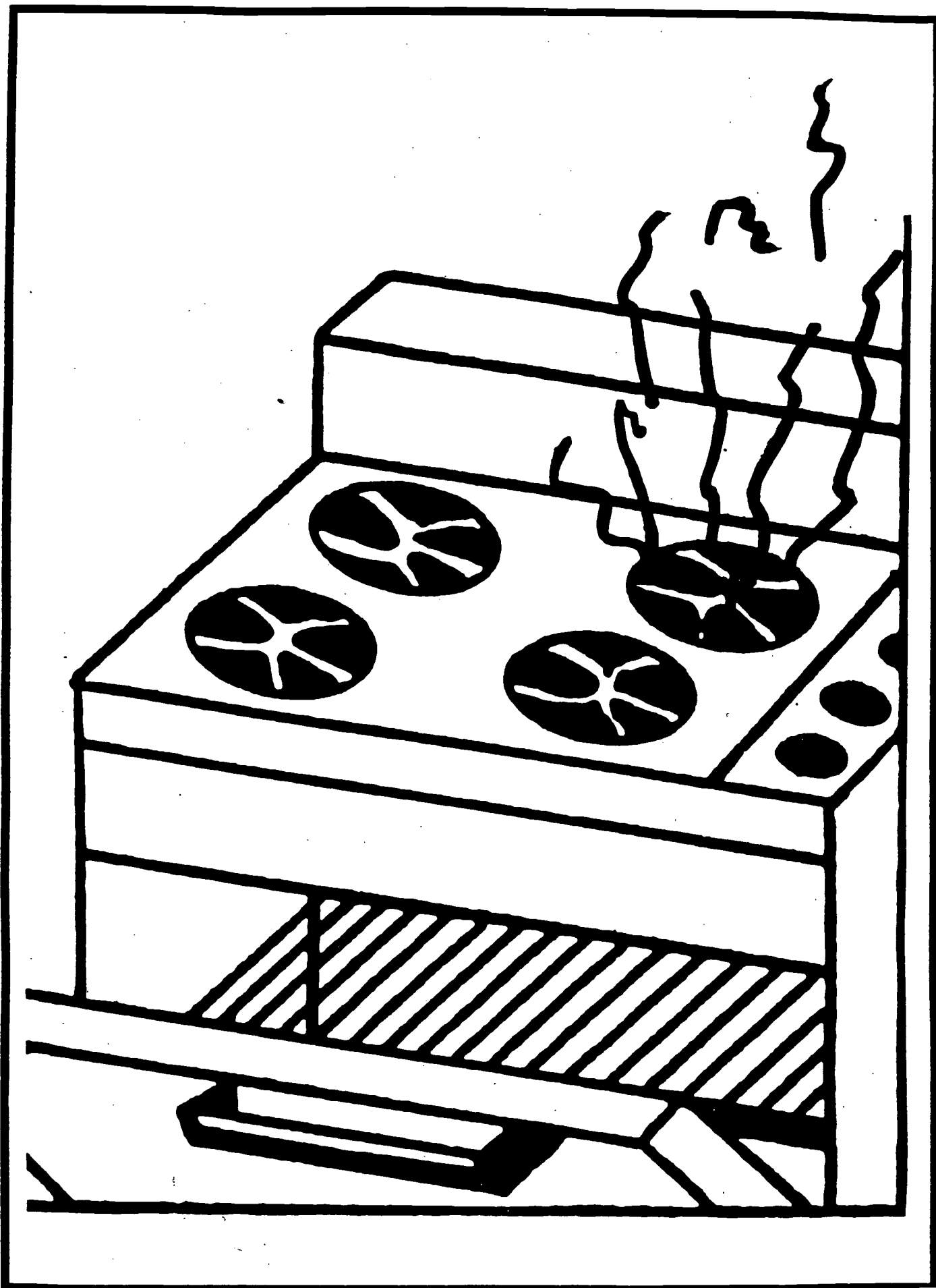


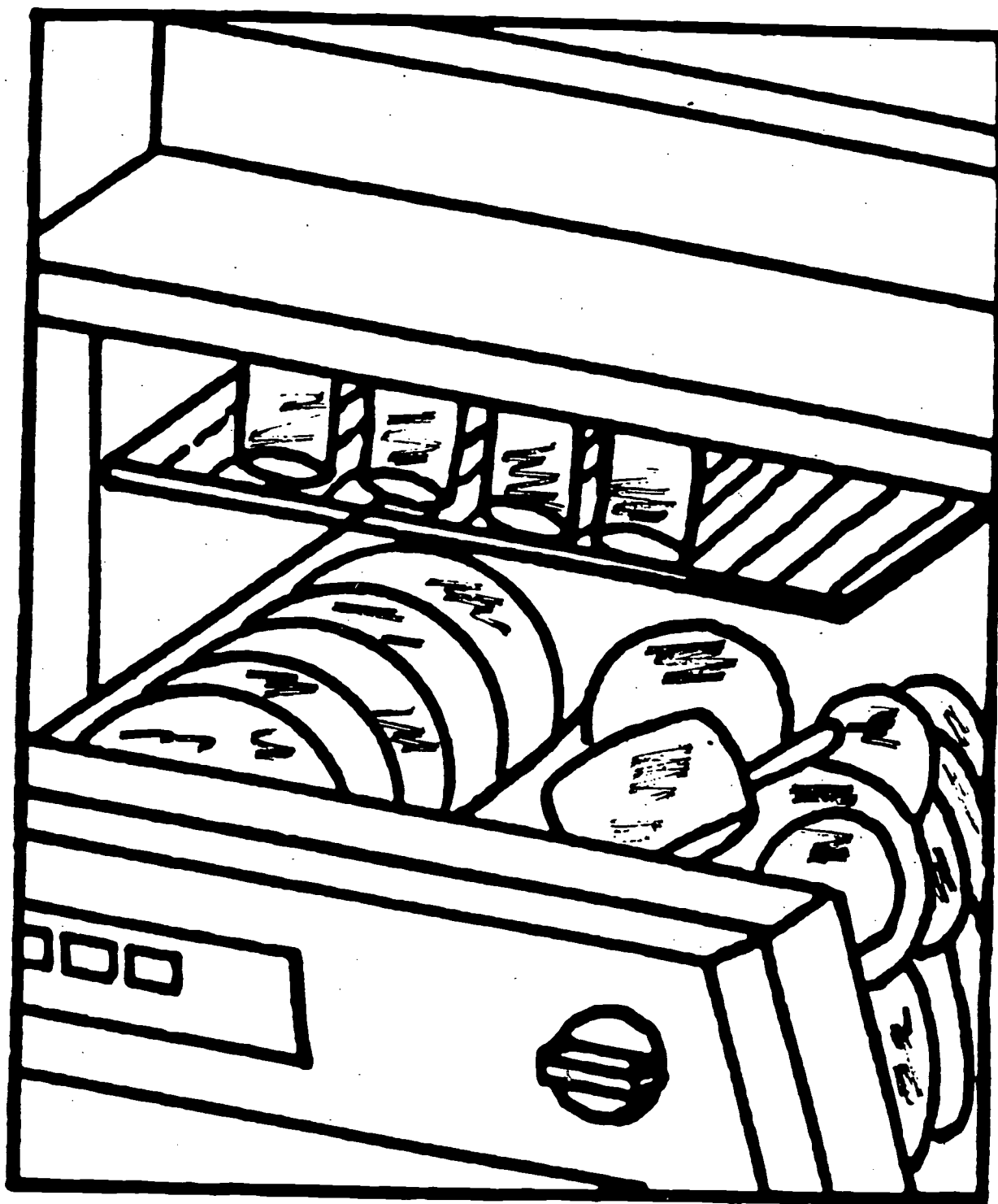


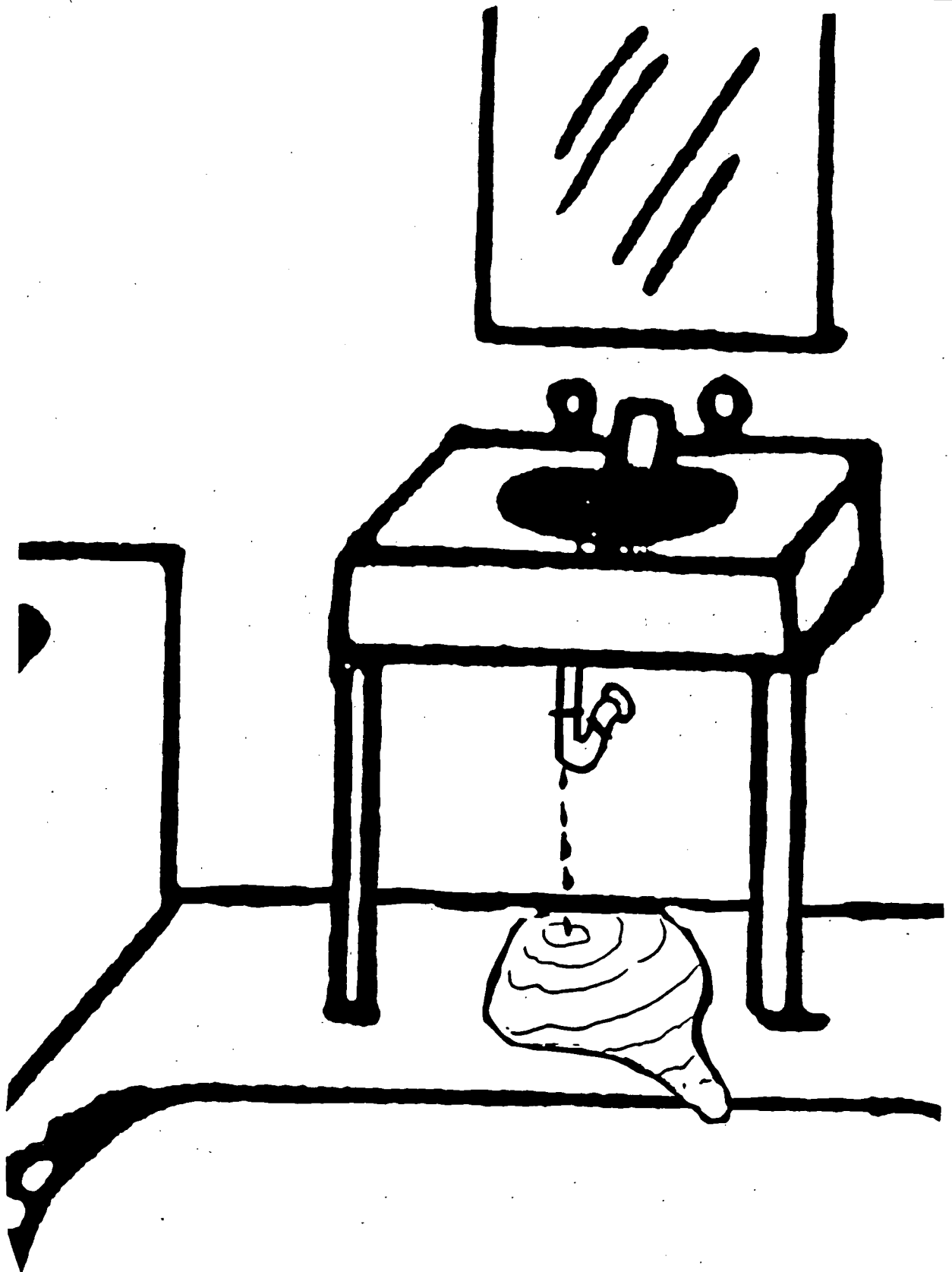


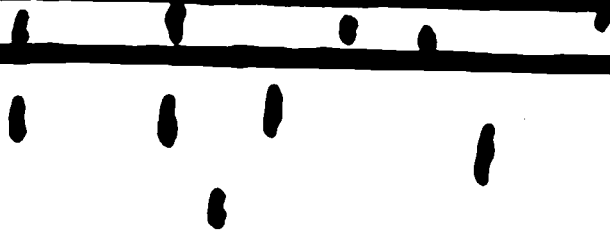
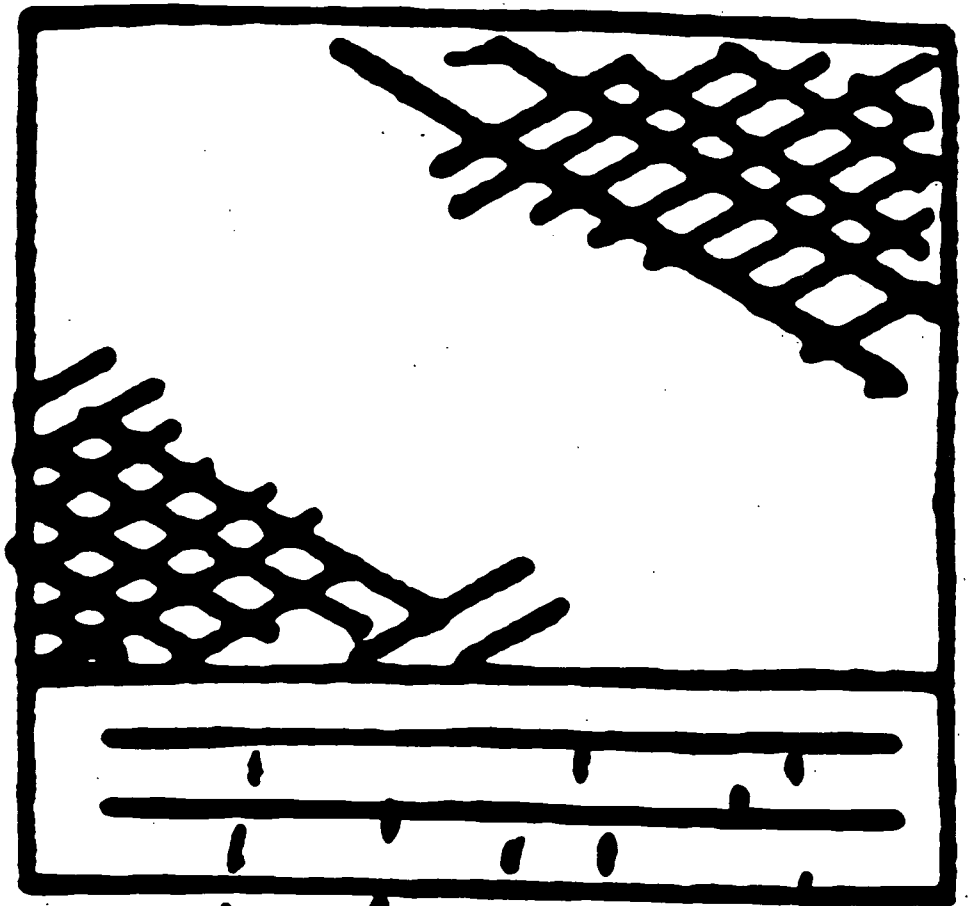
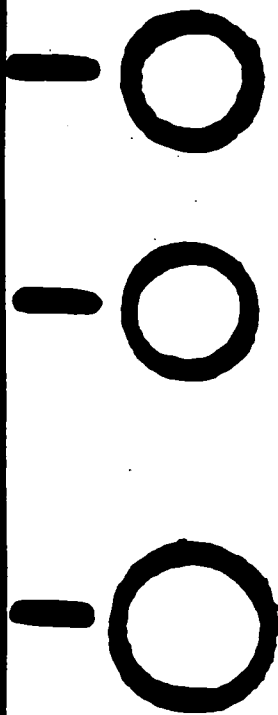
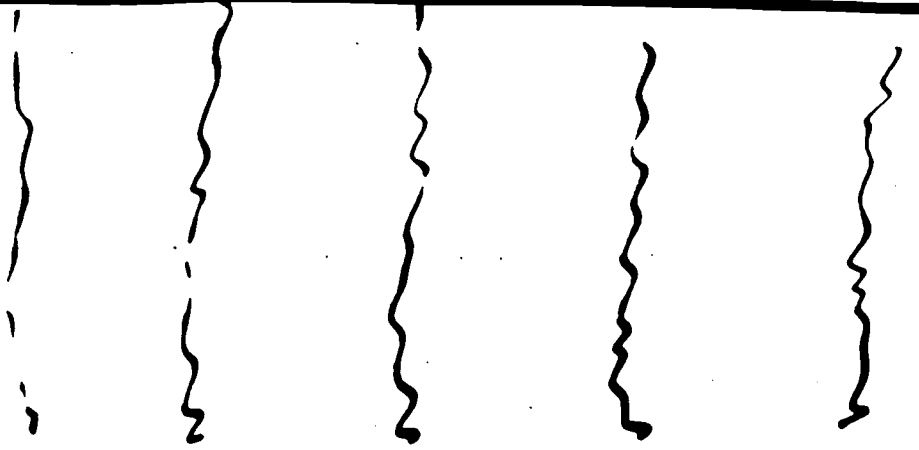
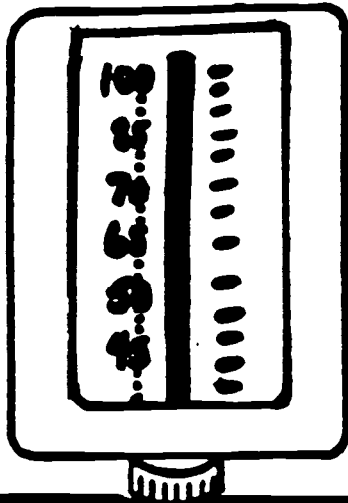


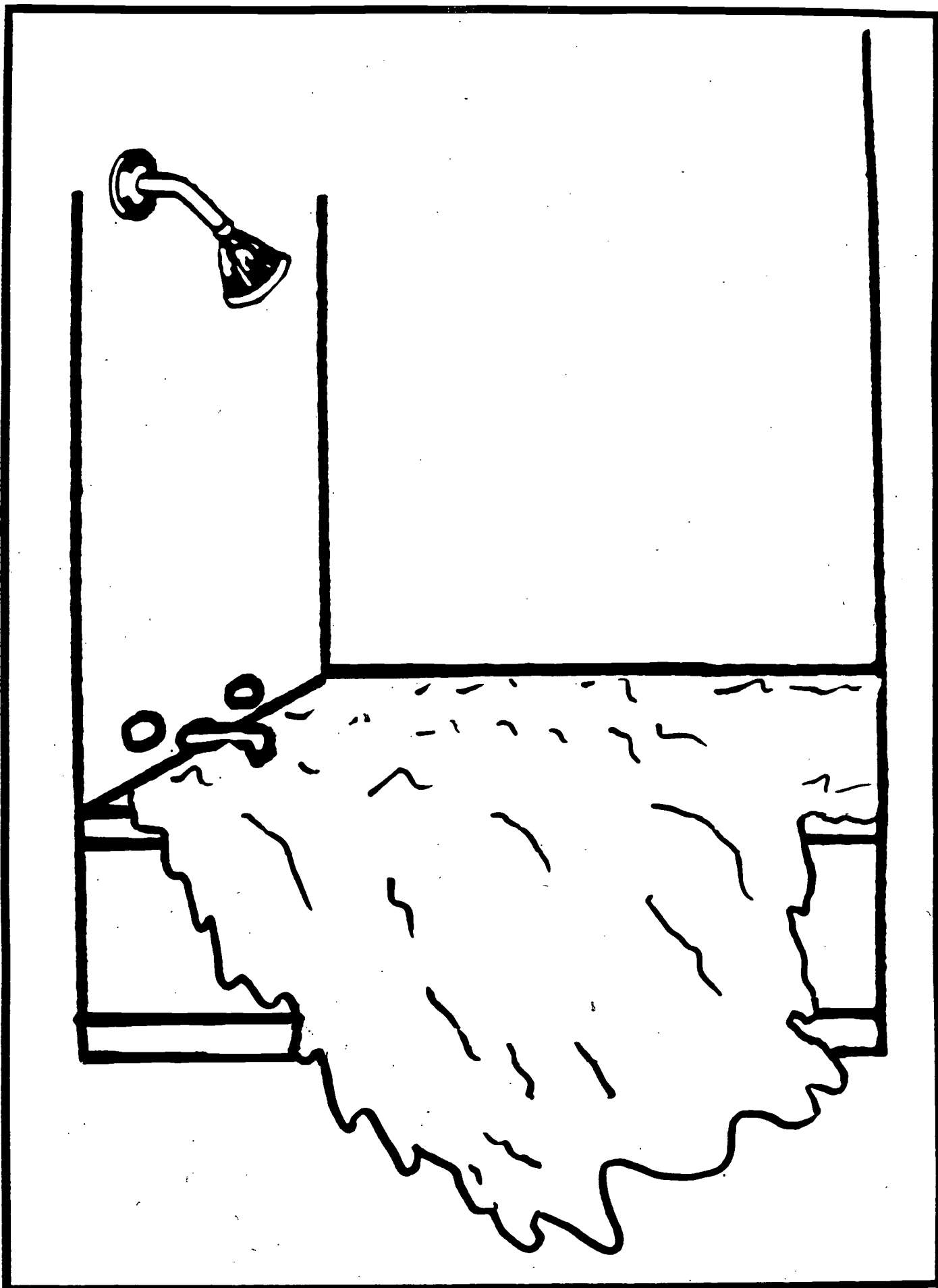


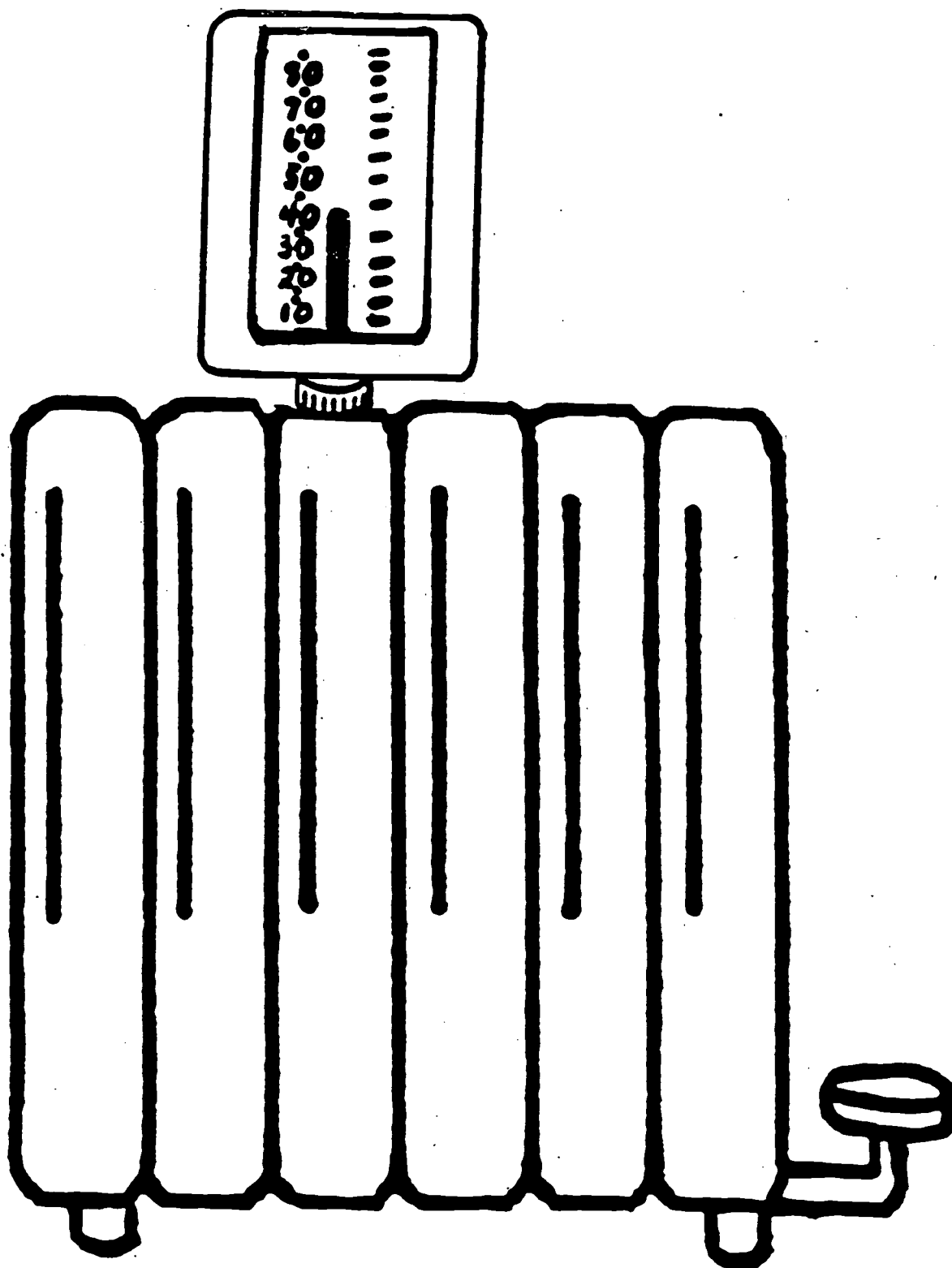


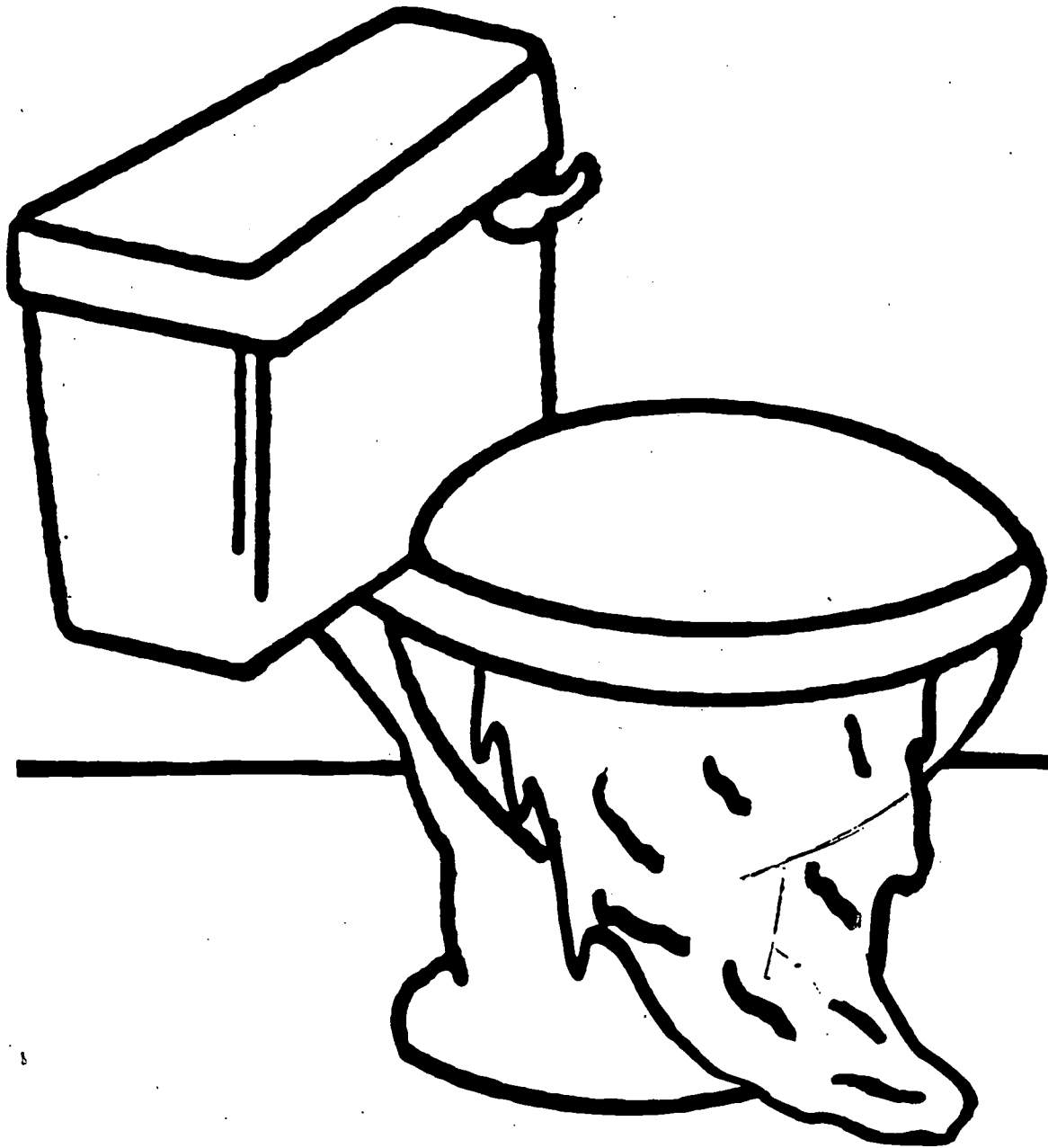






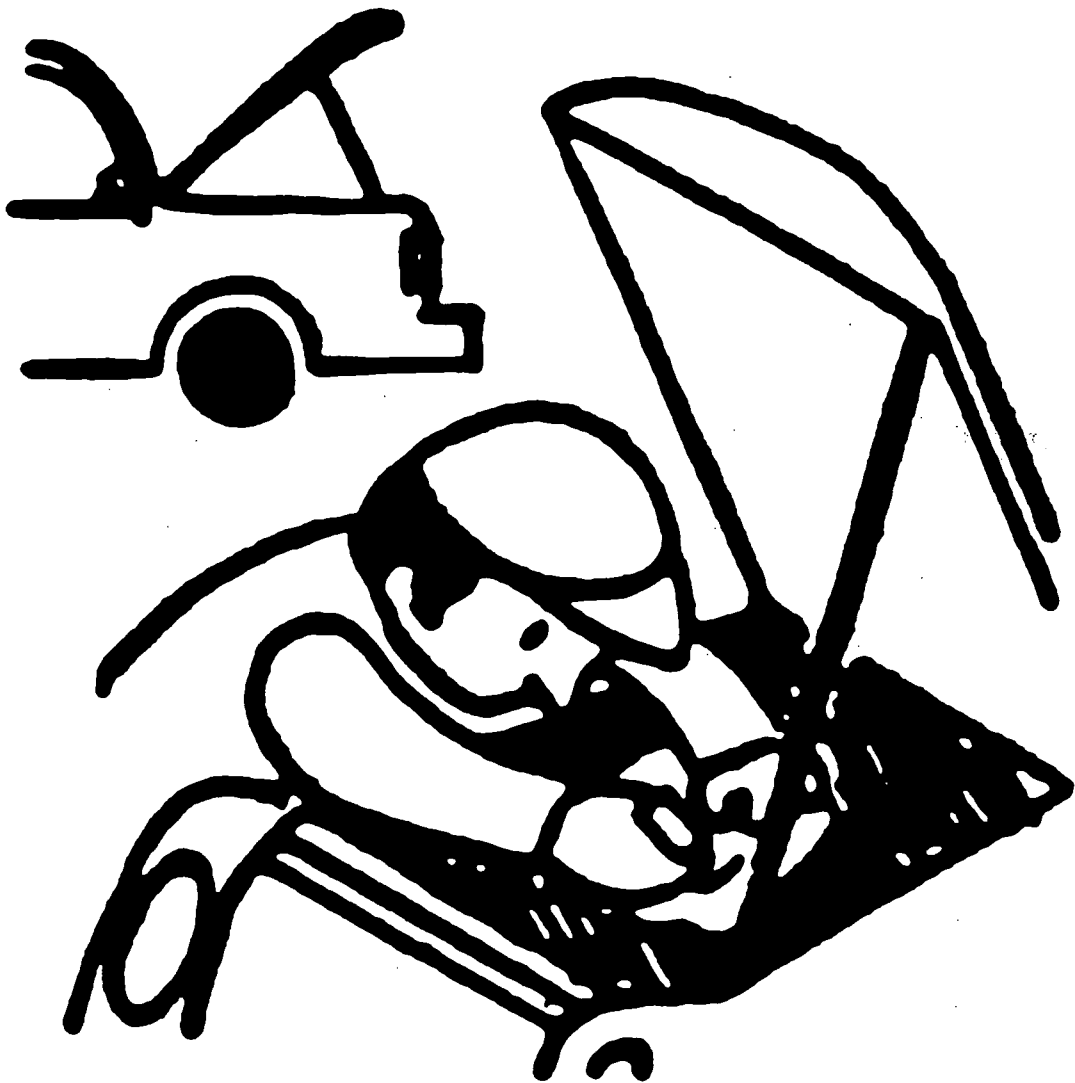












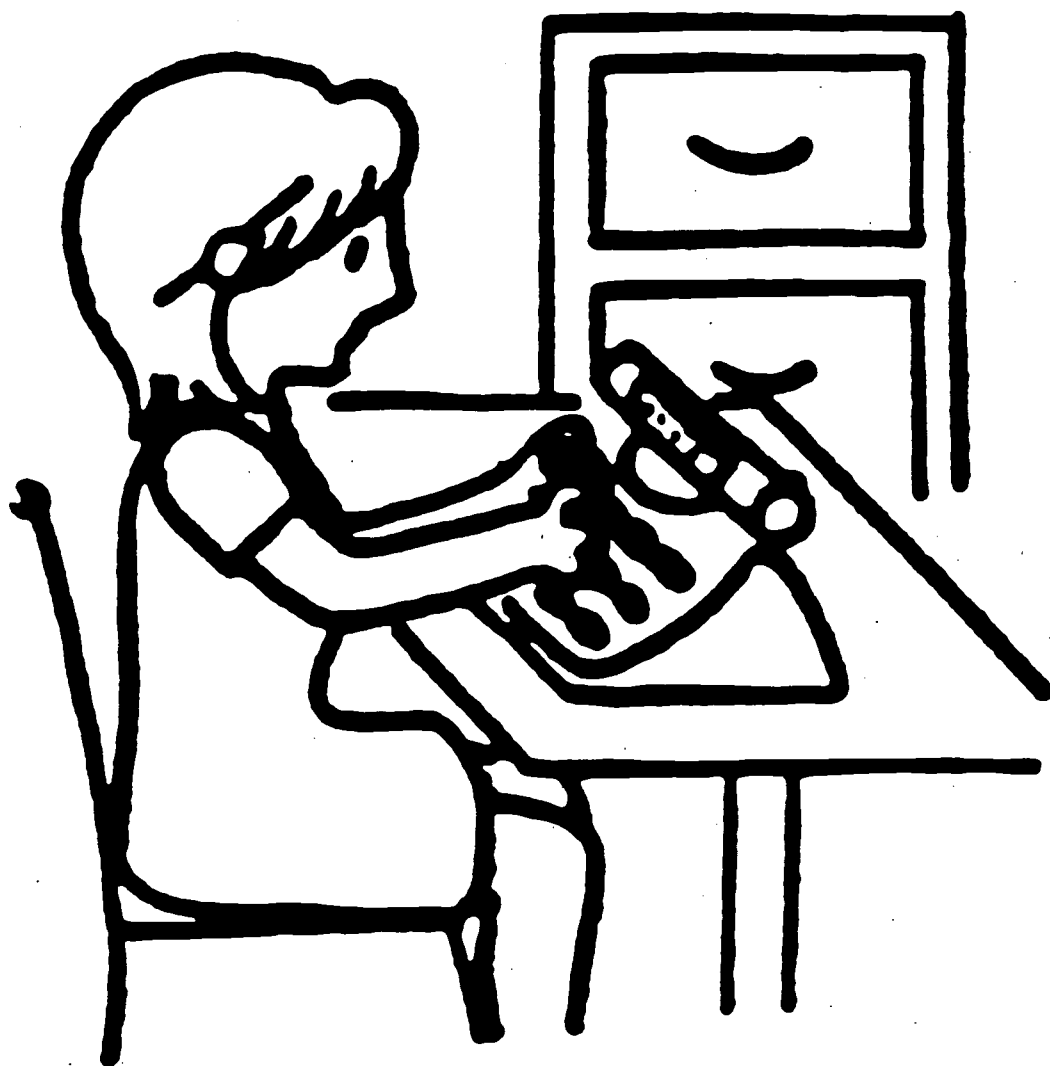










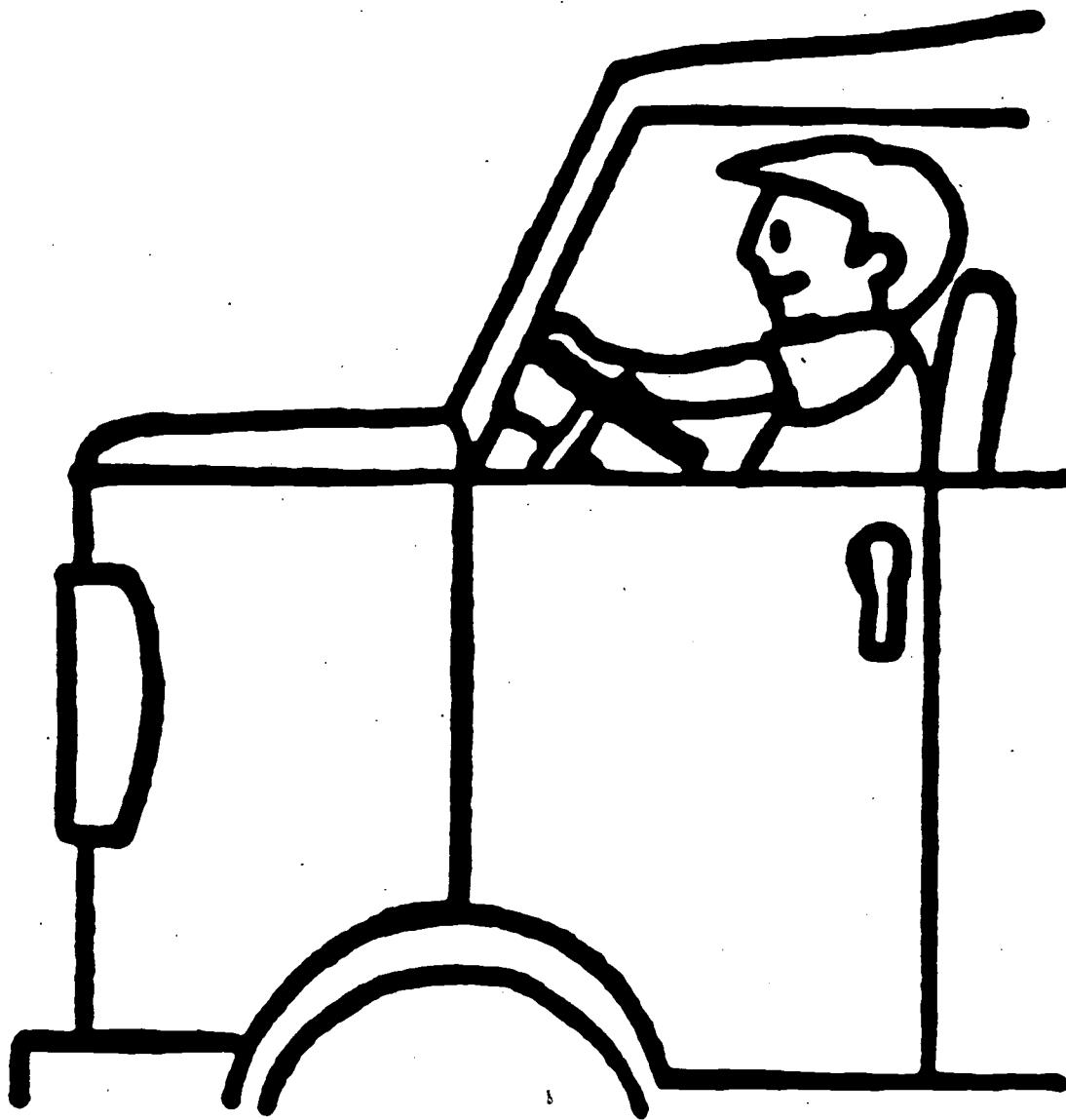














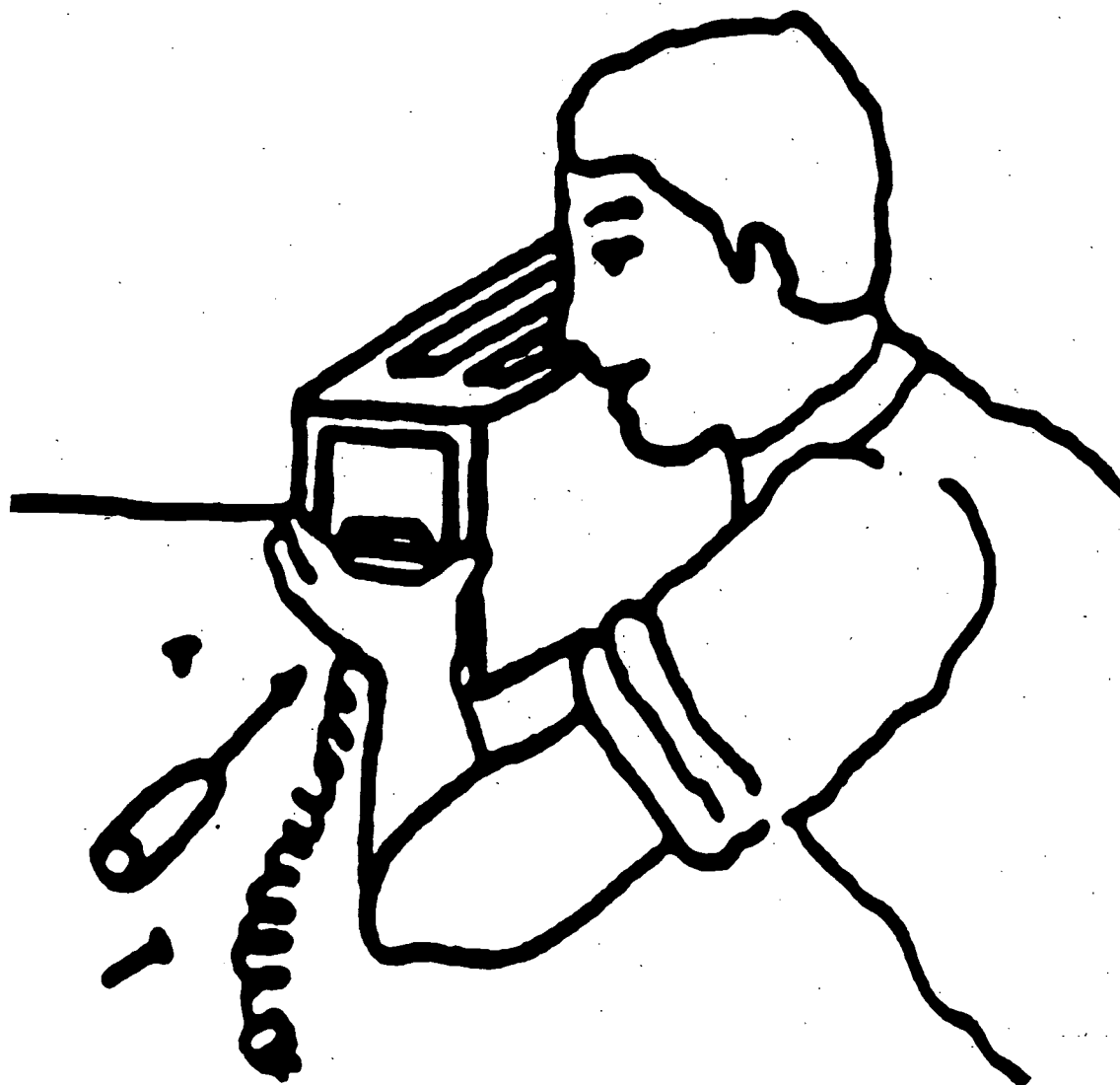


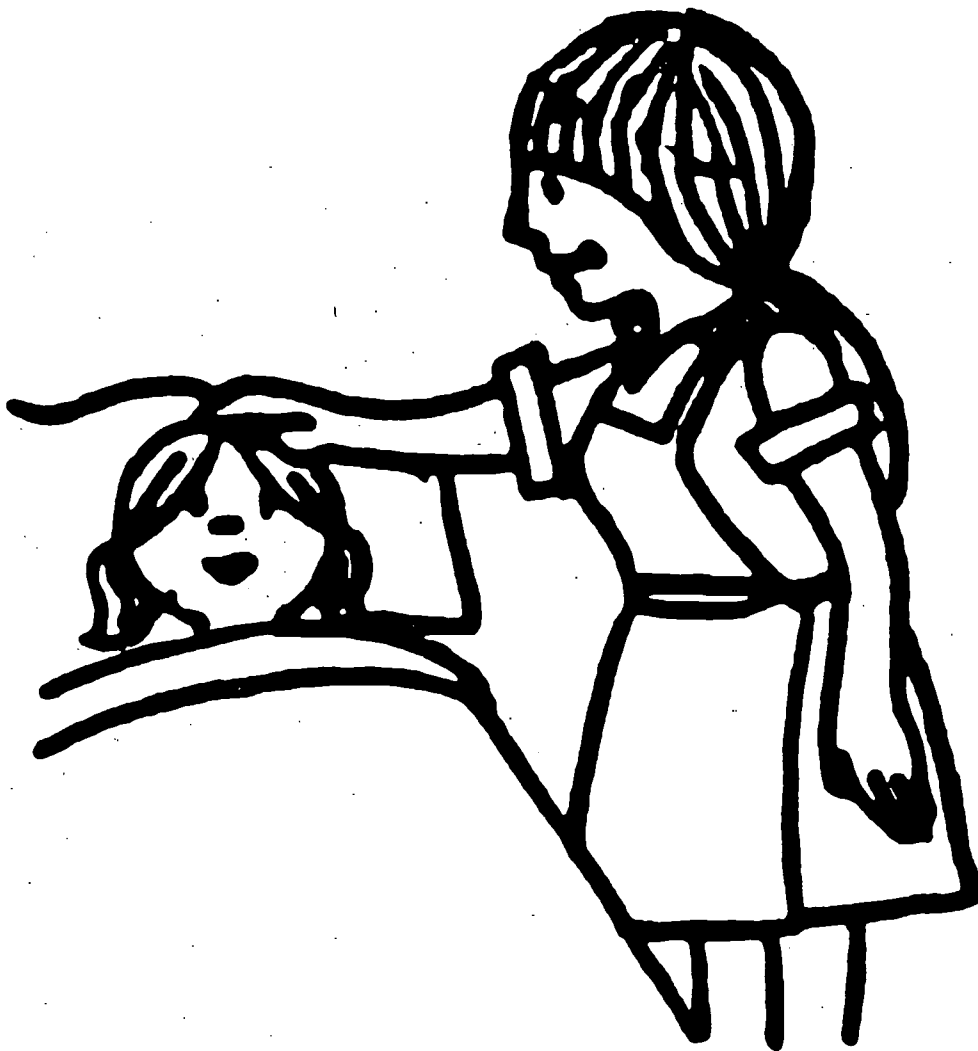


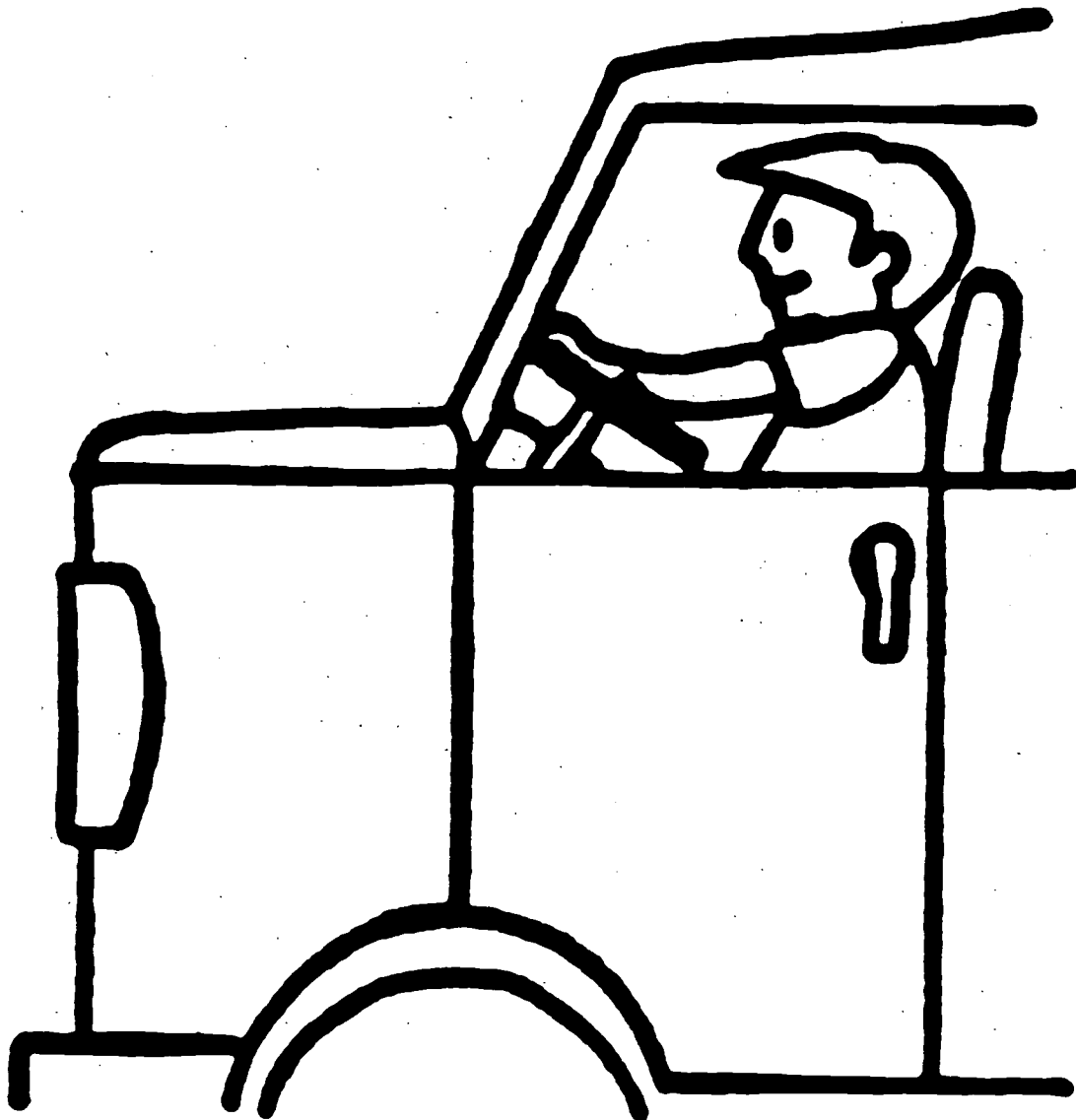


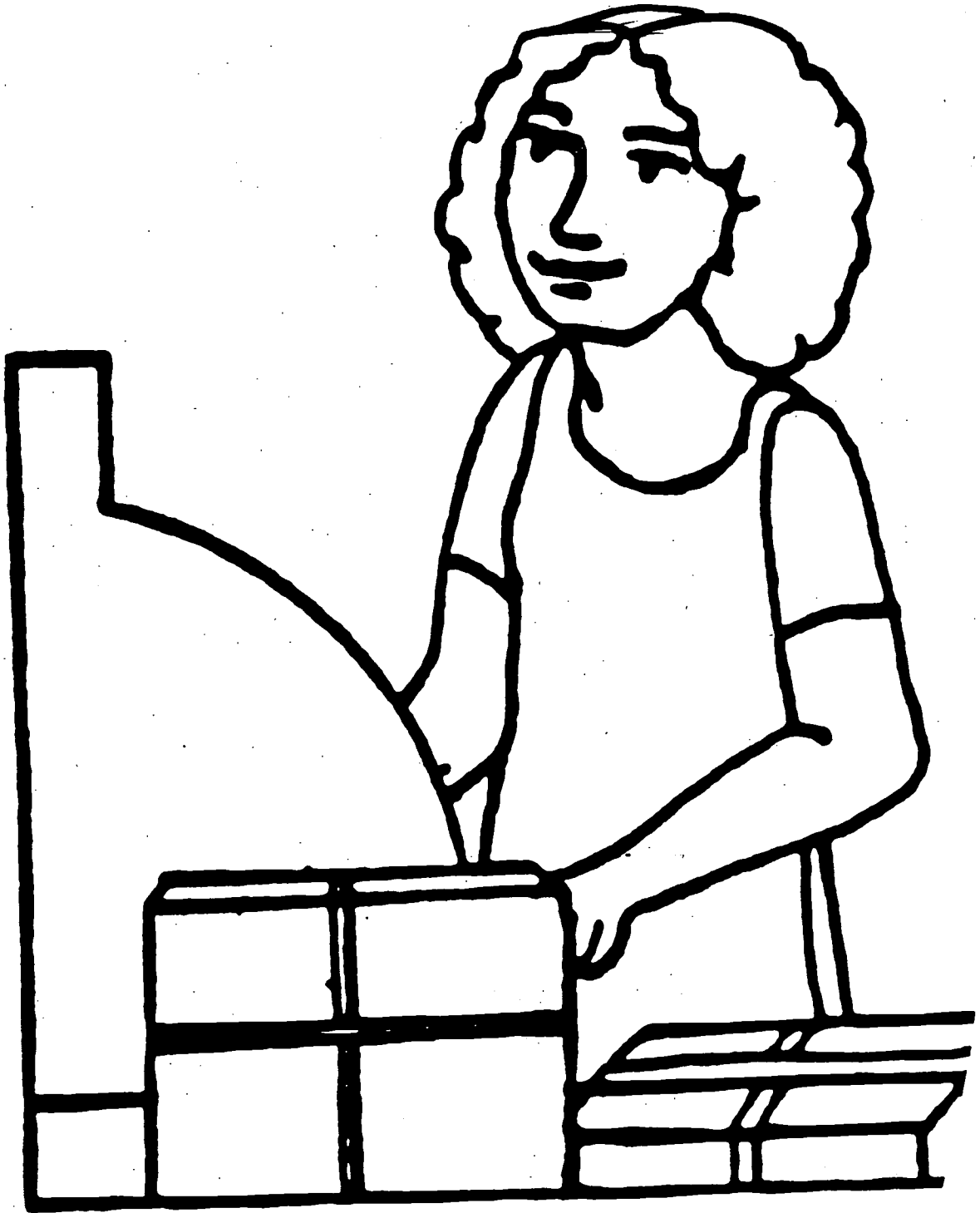




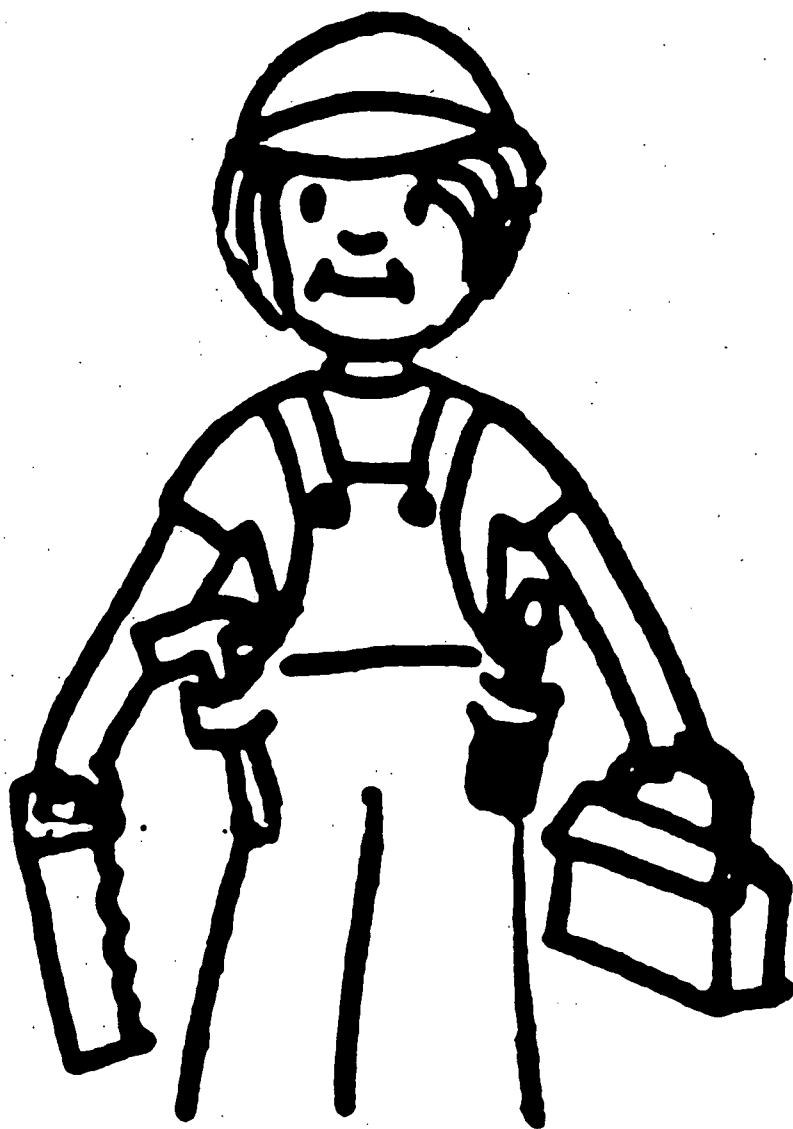




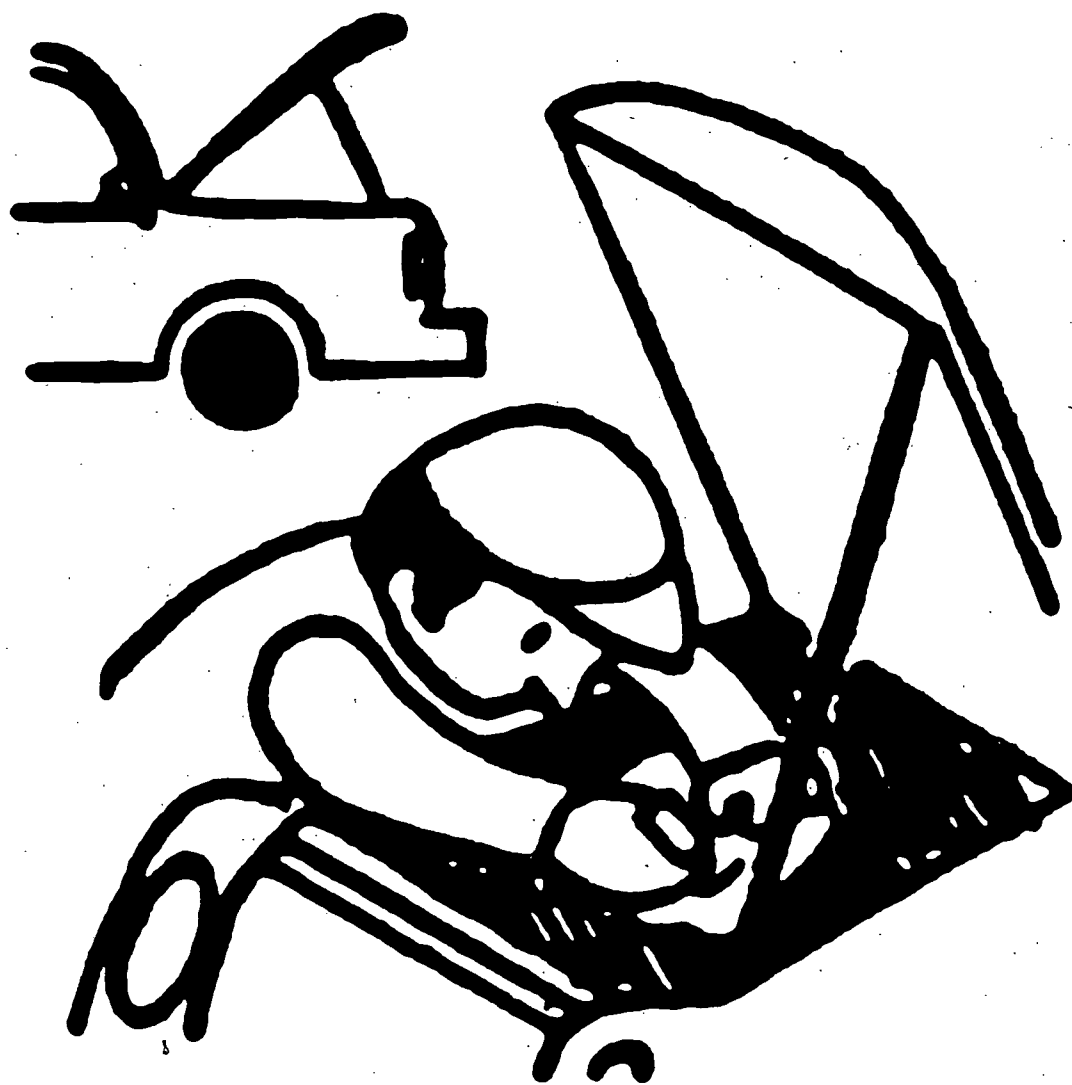






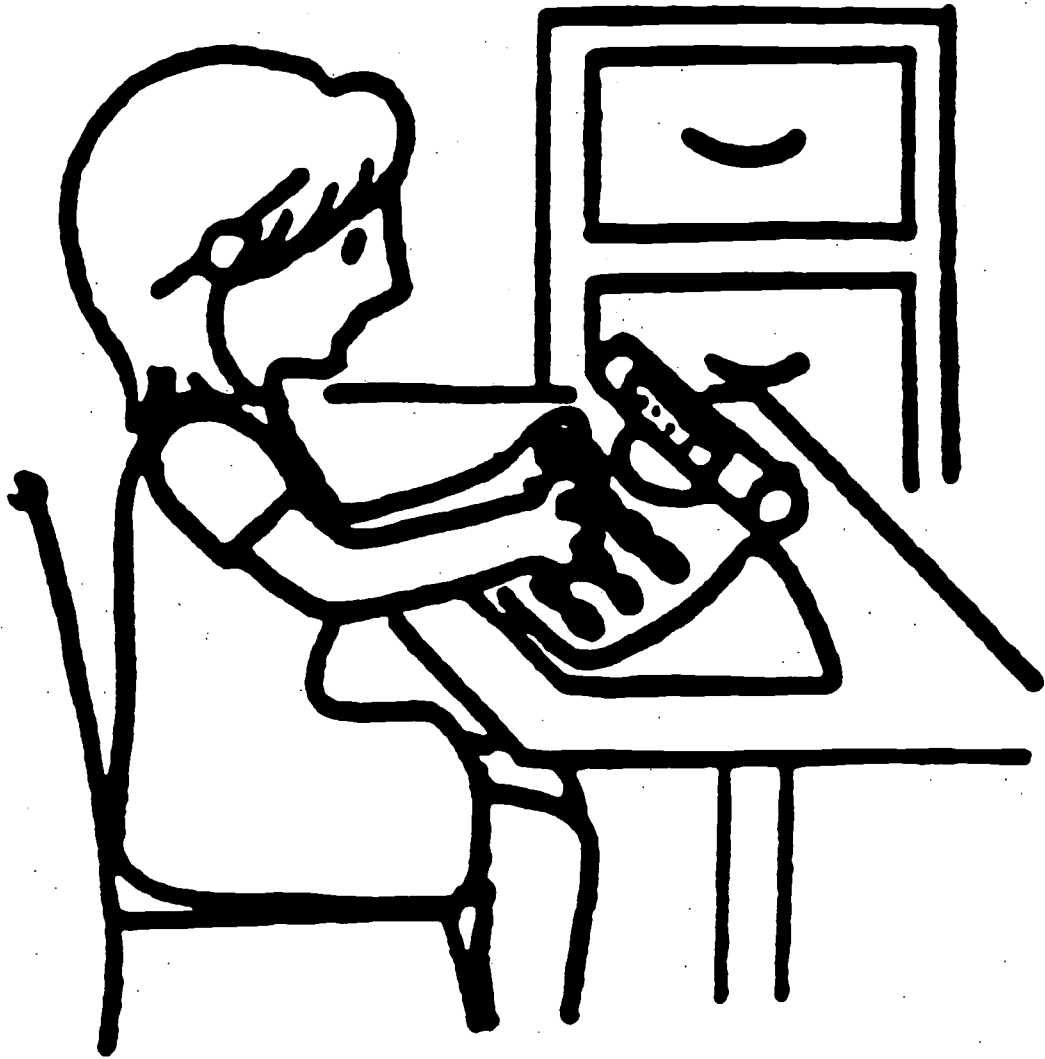














NEIGHBOR TO NEIGHBOR

VISUALS

An ESL Curriculum for Volunteers

NEIGHBOR TO NEIGHBOR

CURRICULUM GUIDE

An ESL Curriculum for Volunteers

Neighbor to Neighbor

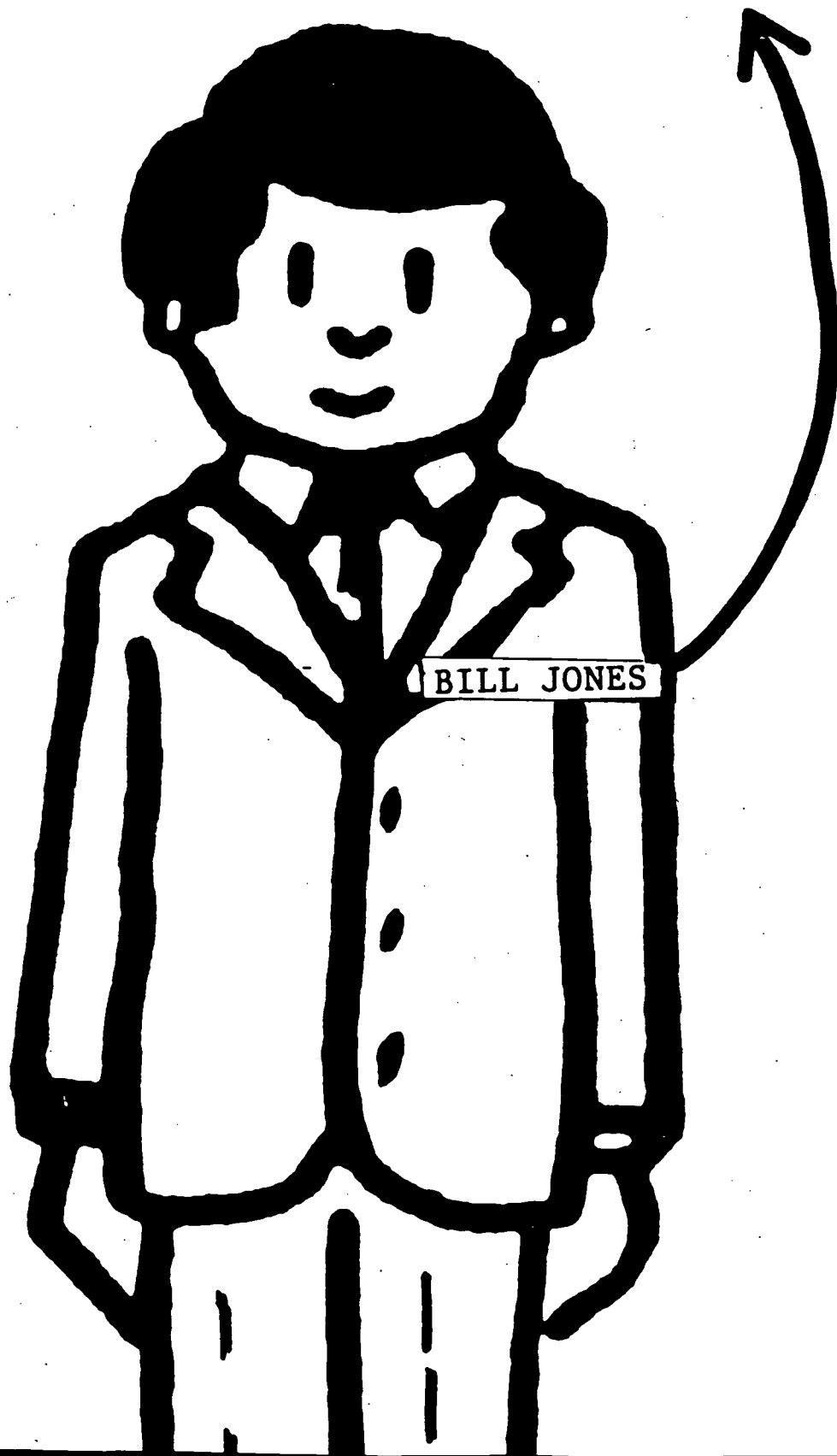
***An ESL Curriculum for
Volunteers***

VISUALS

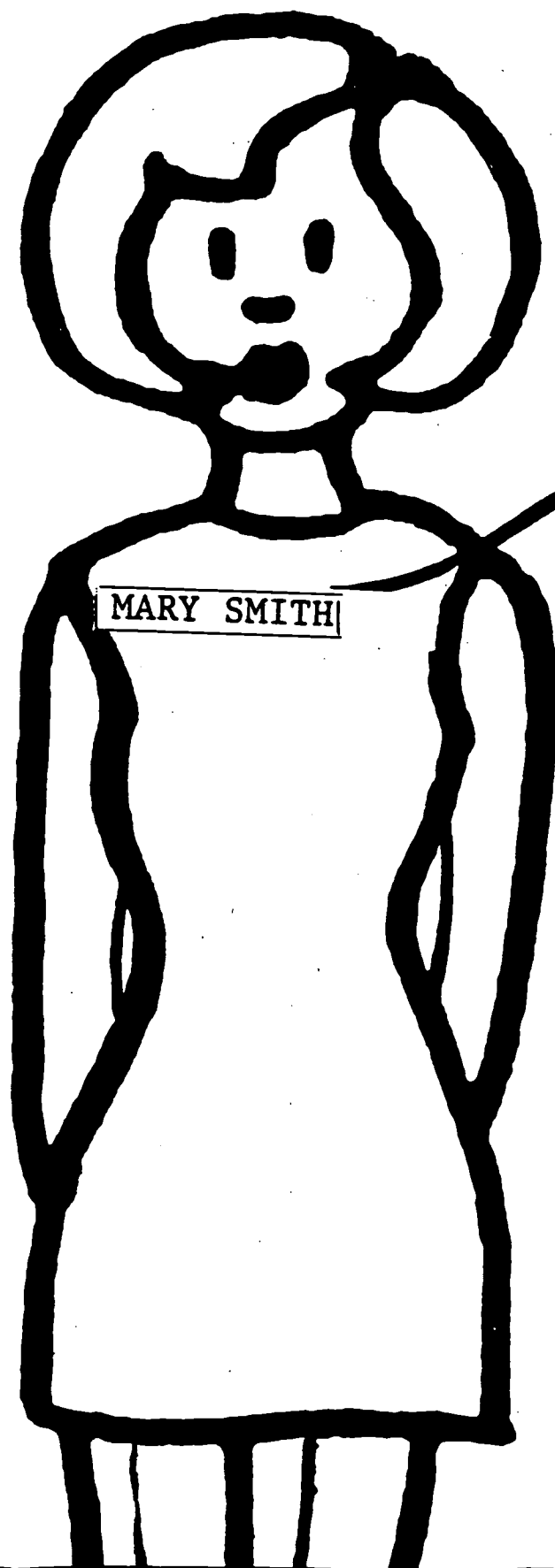
Modules 1 - 4

1

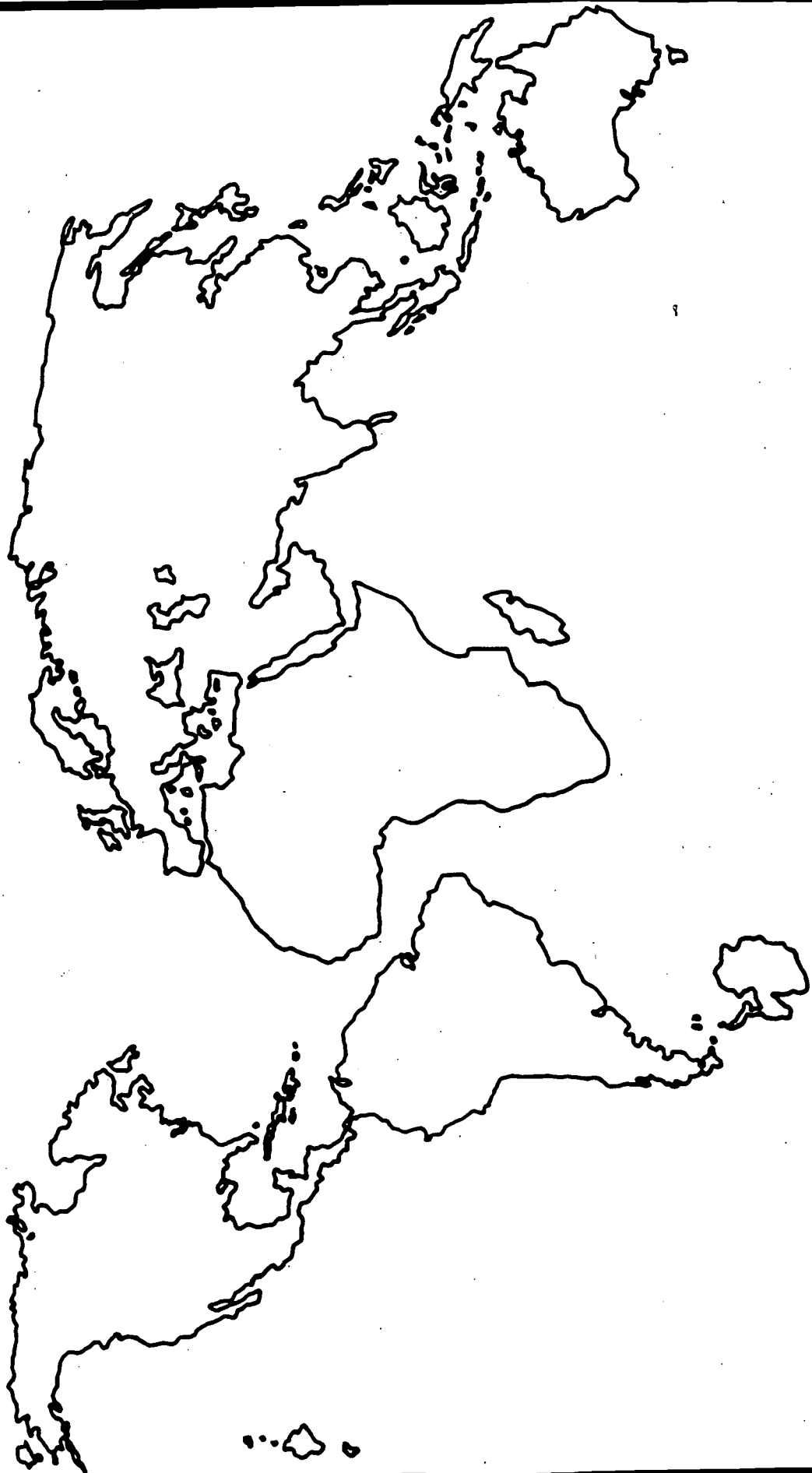
BILL JONES

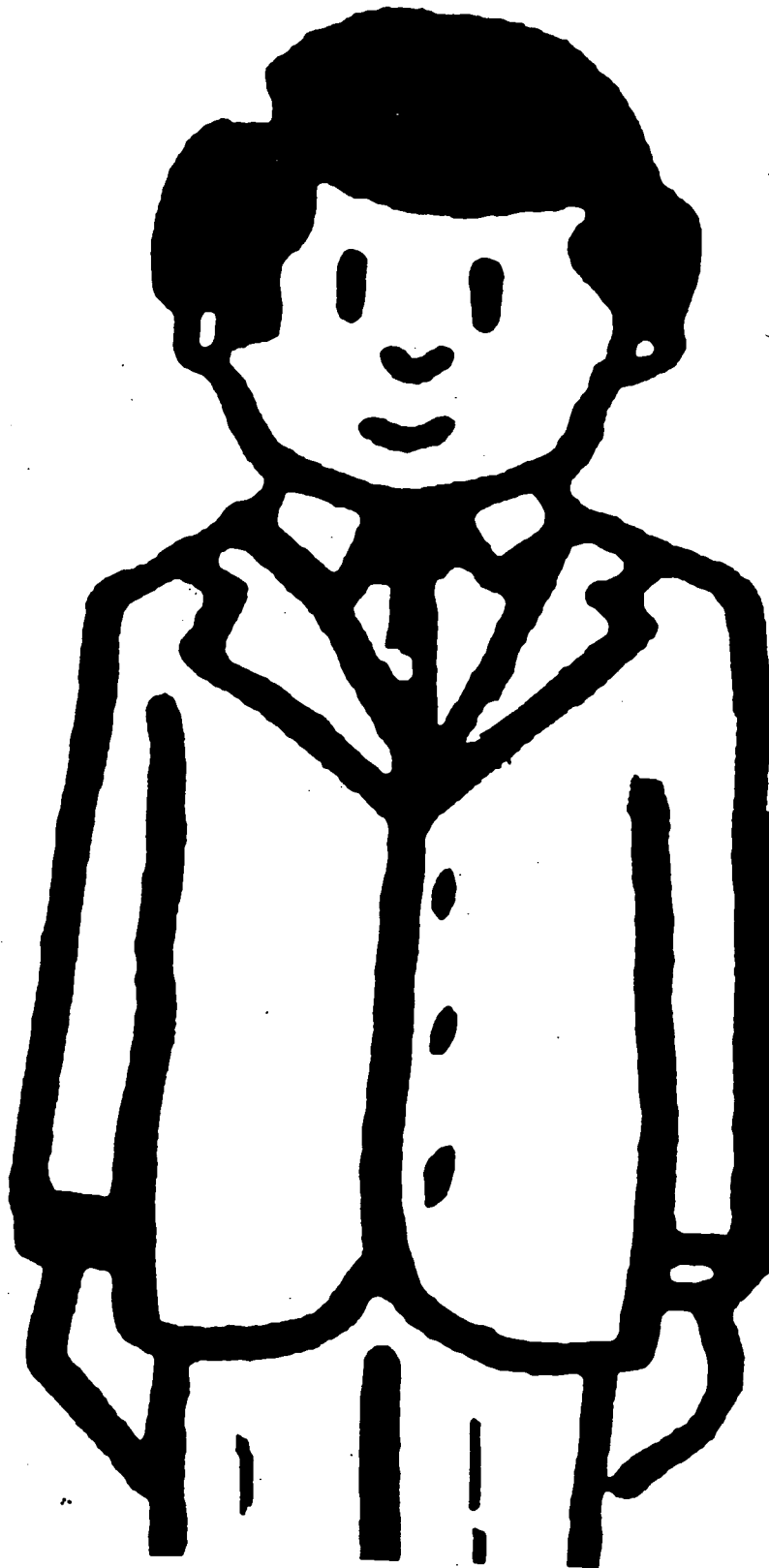


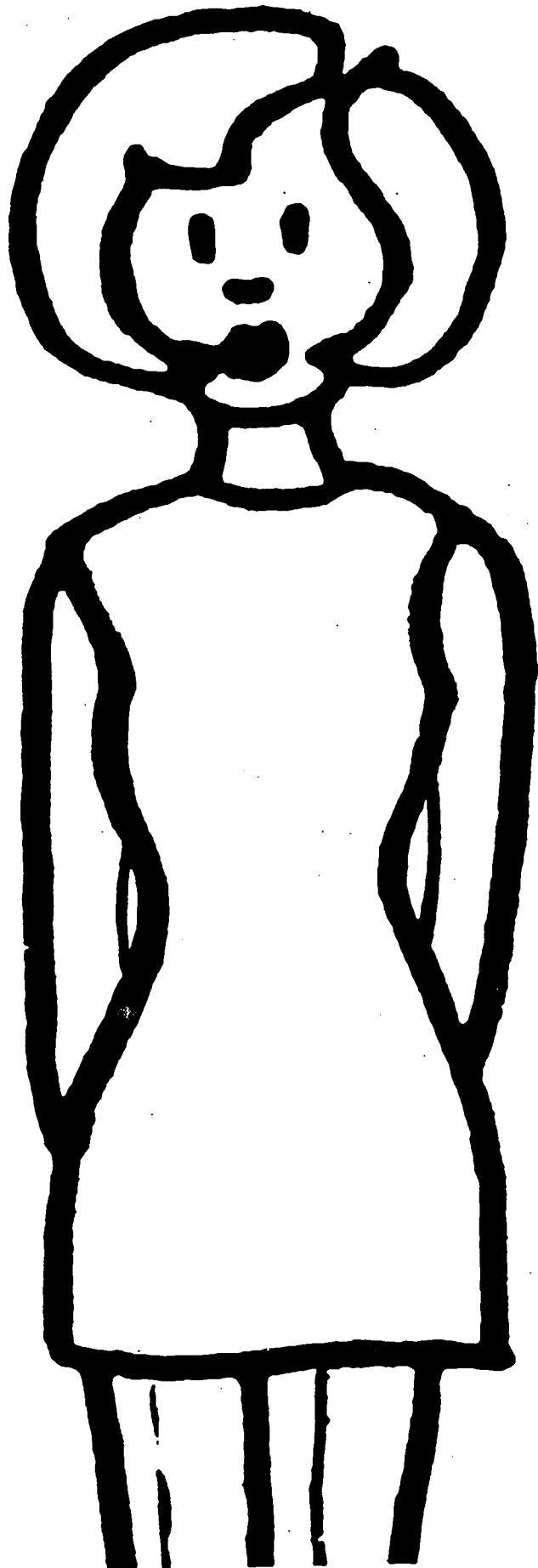
MARY SMITH

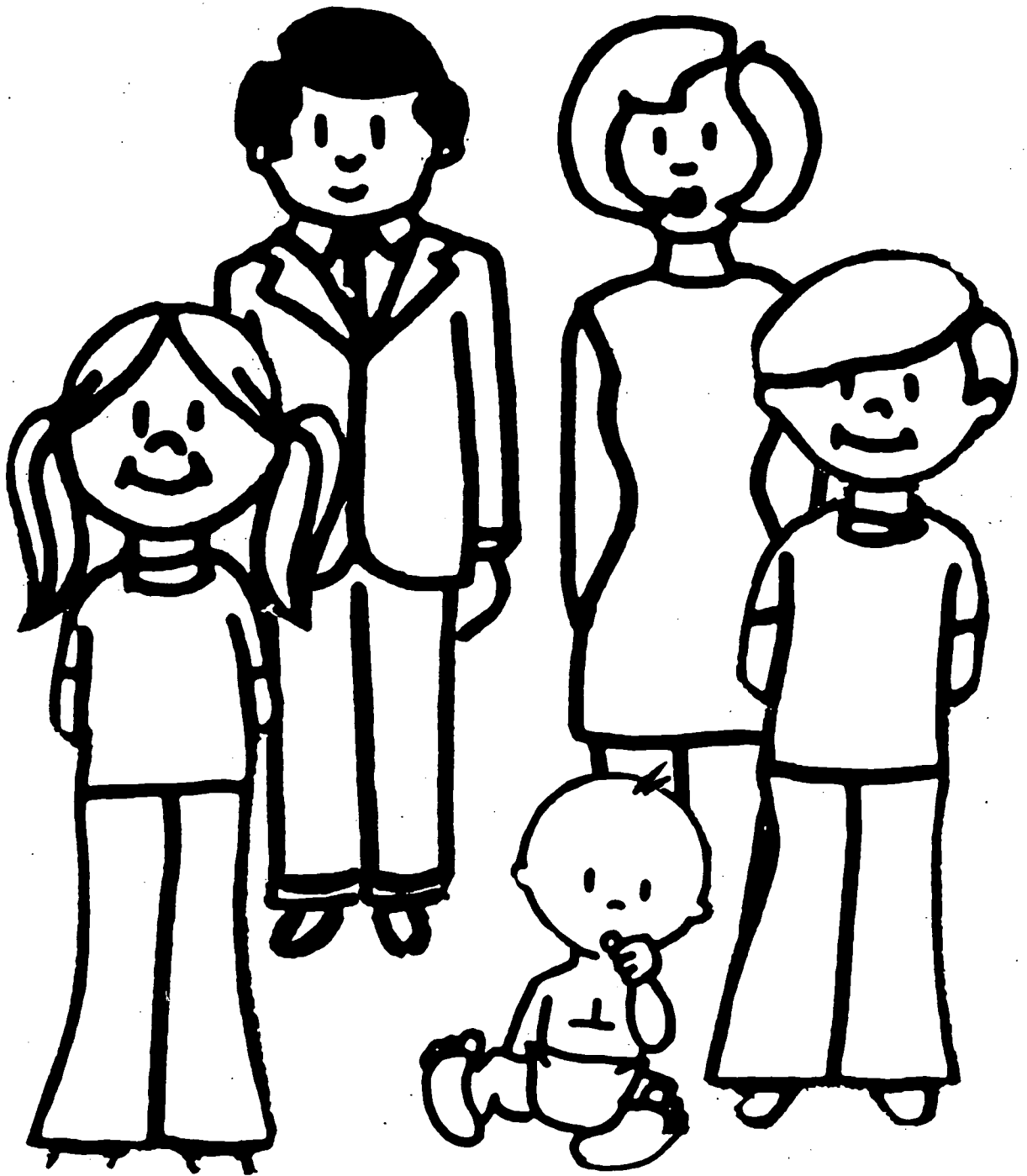


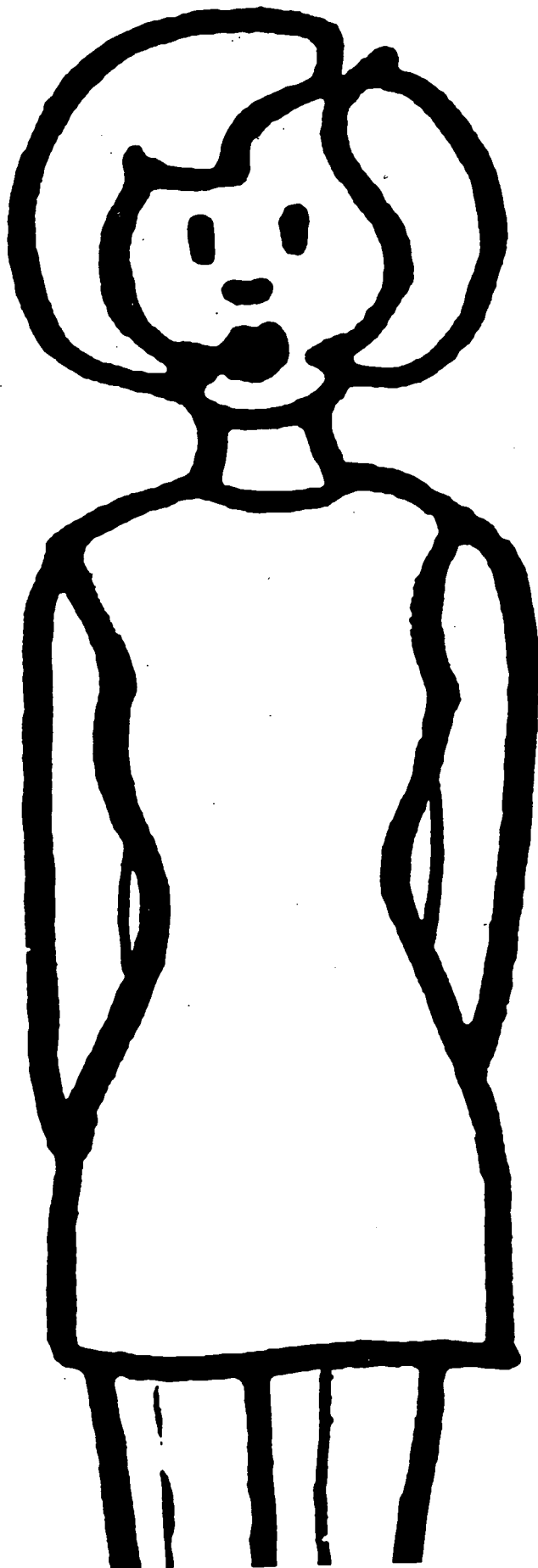
MARY SMITH

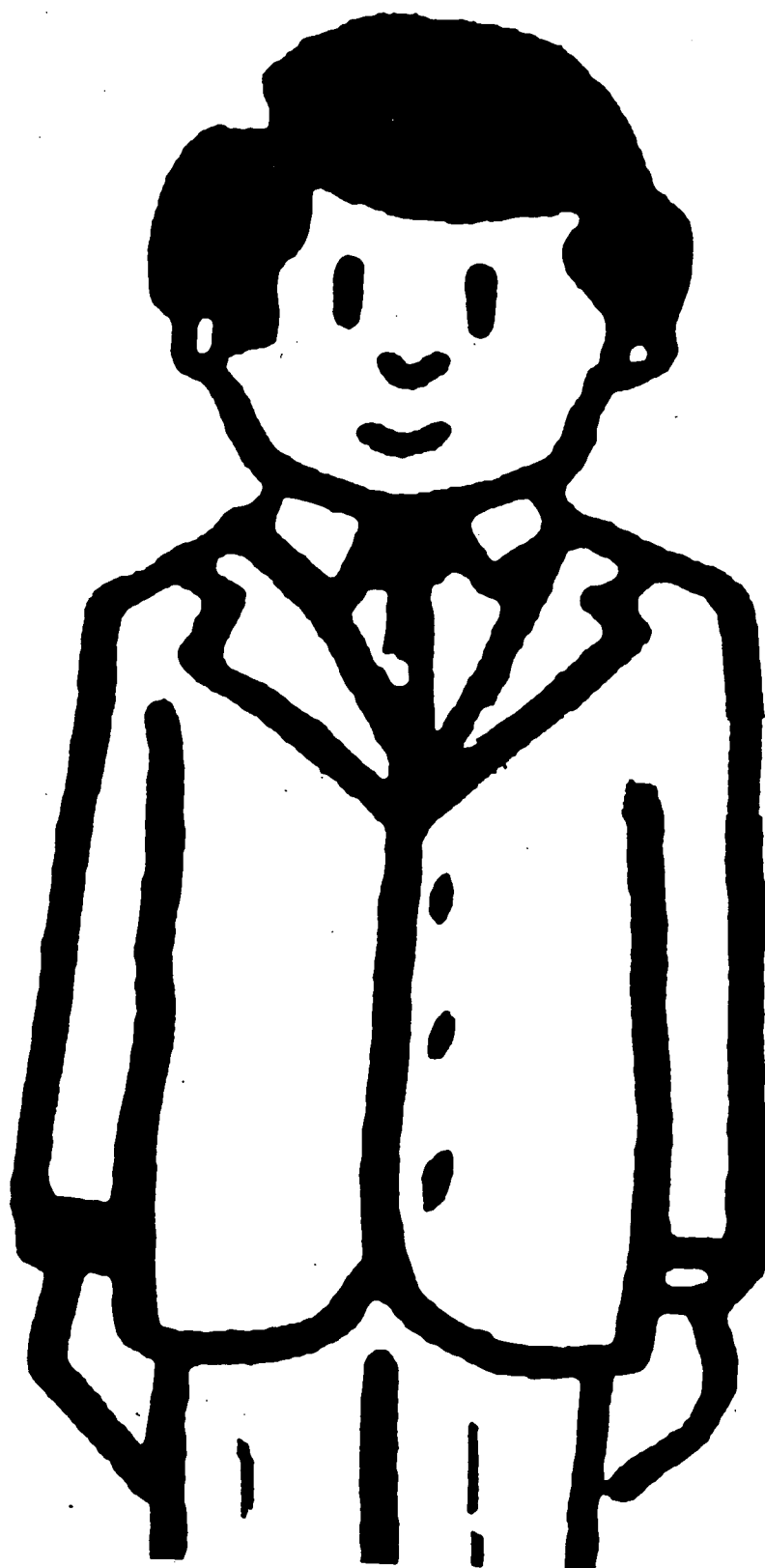


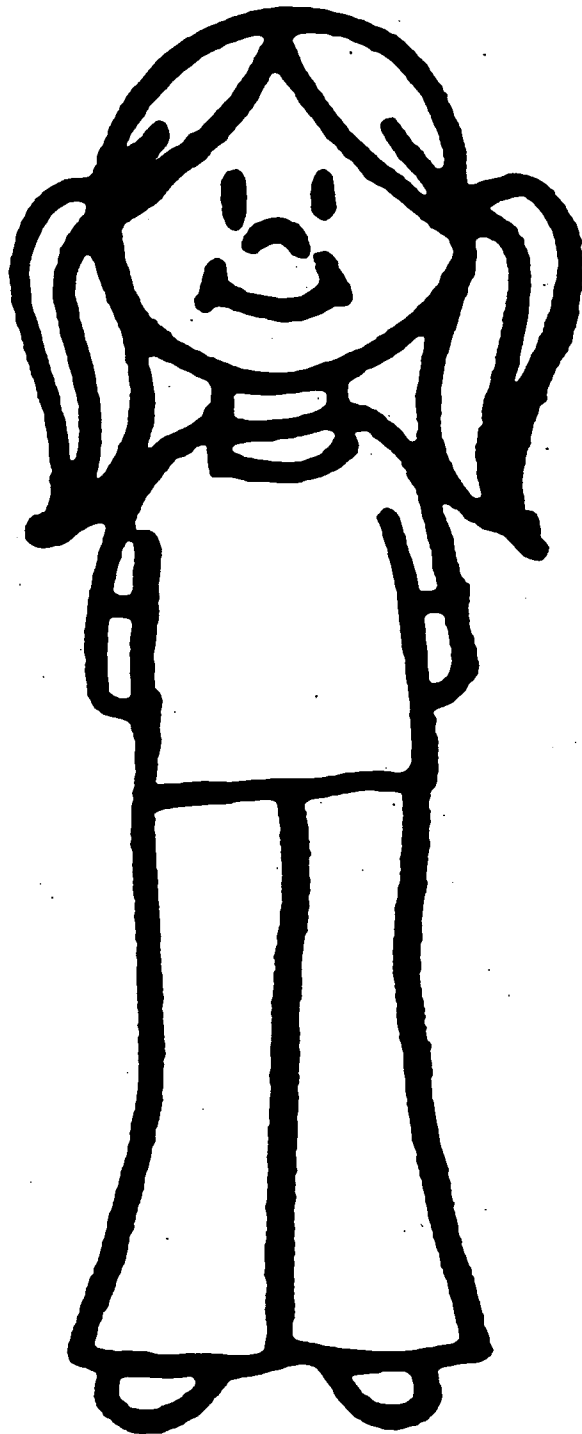


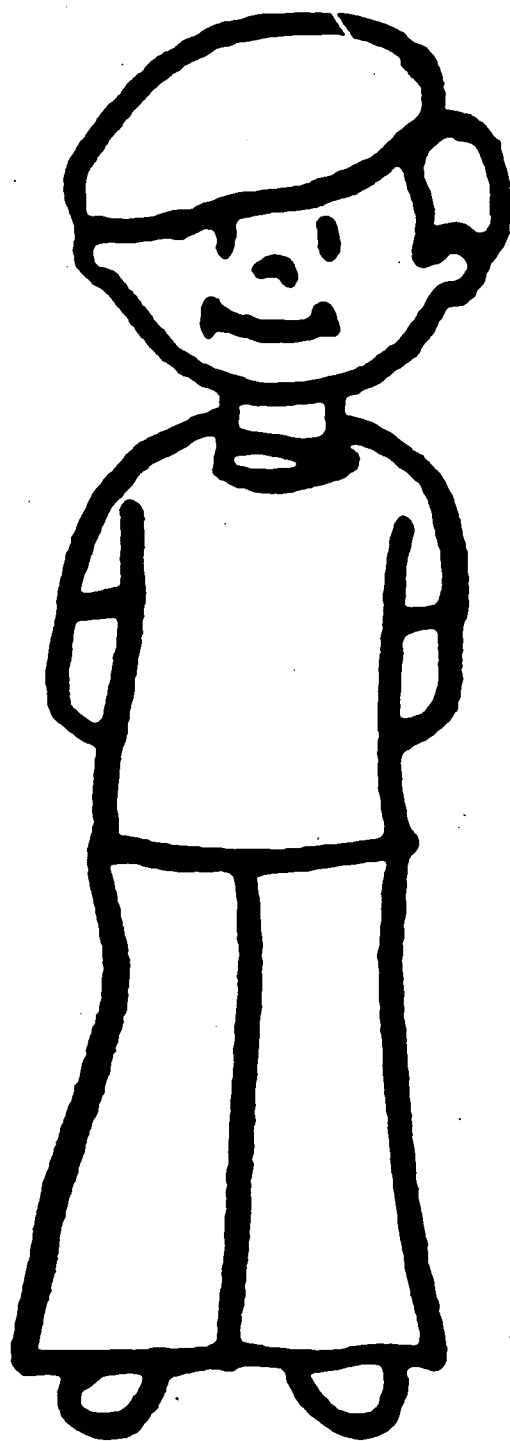


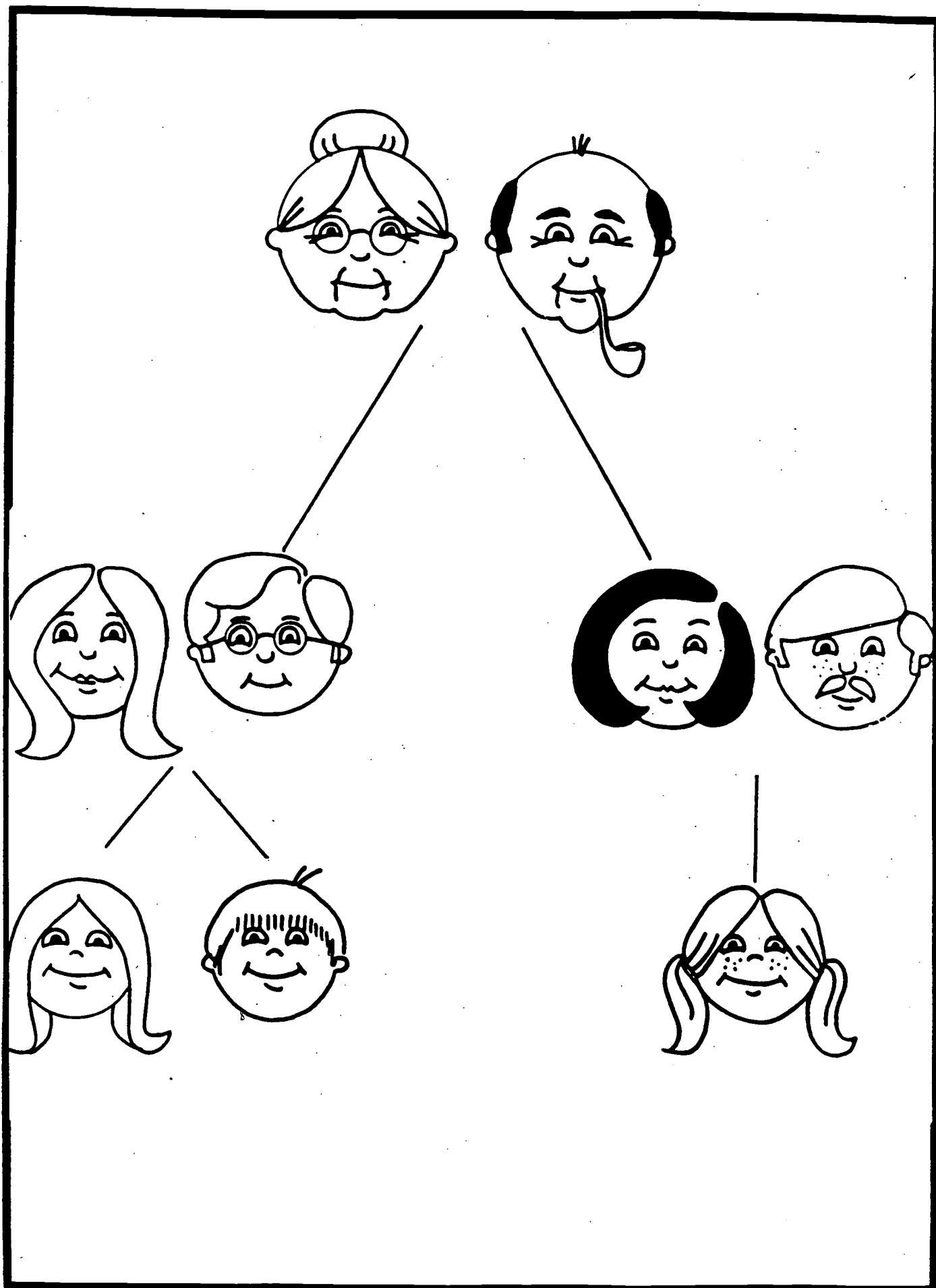


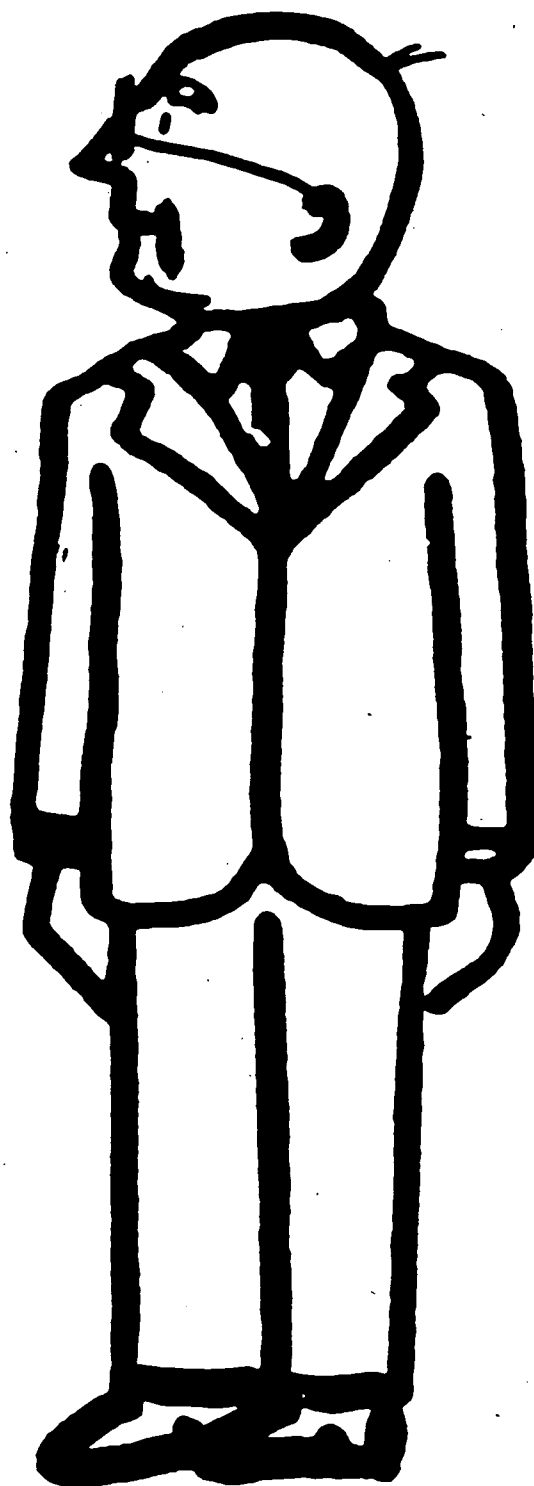


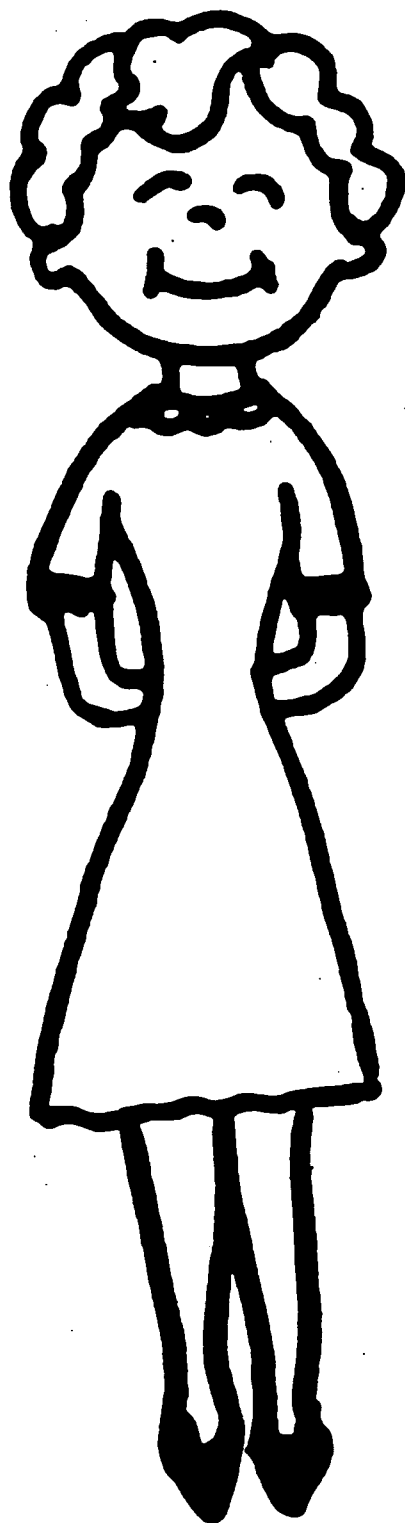


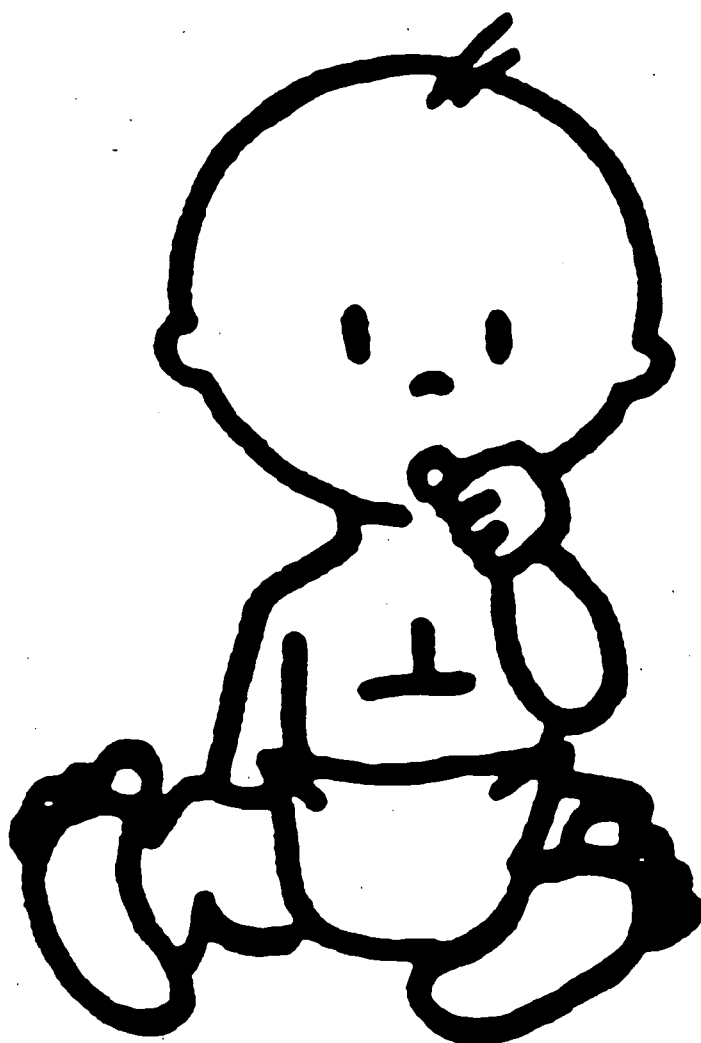












FATHER

MOTHER

HUSBAND

WIFE

DAUGHTER

GRANDSON

SISTER

GRANDMOTHER

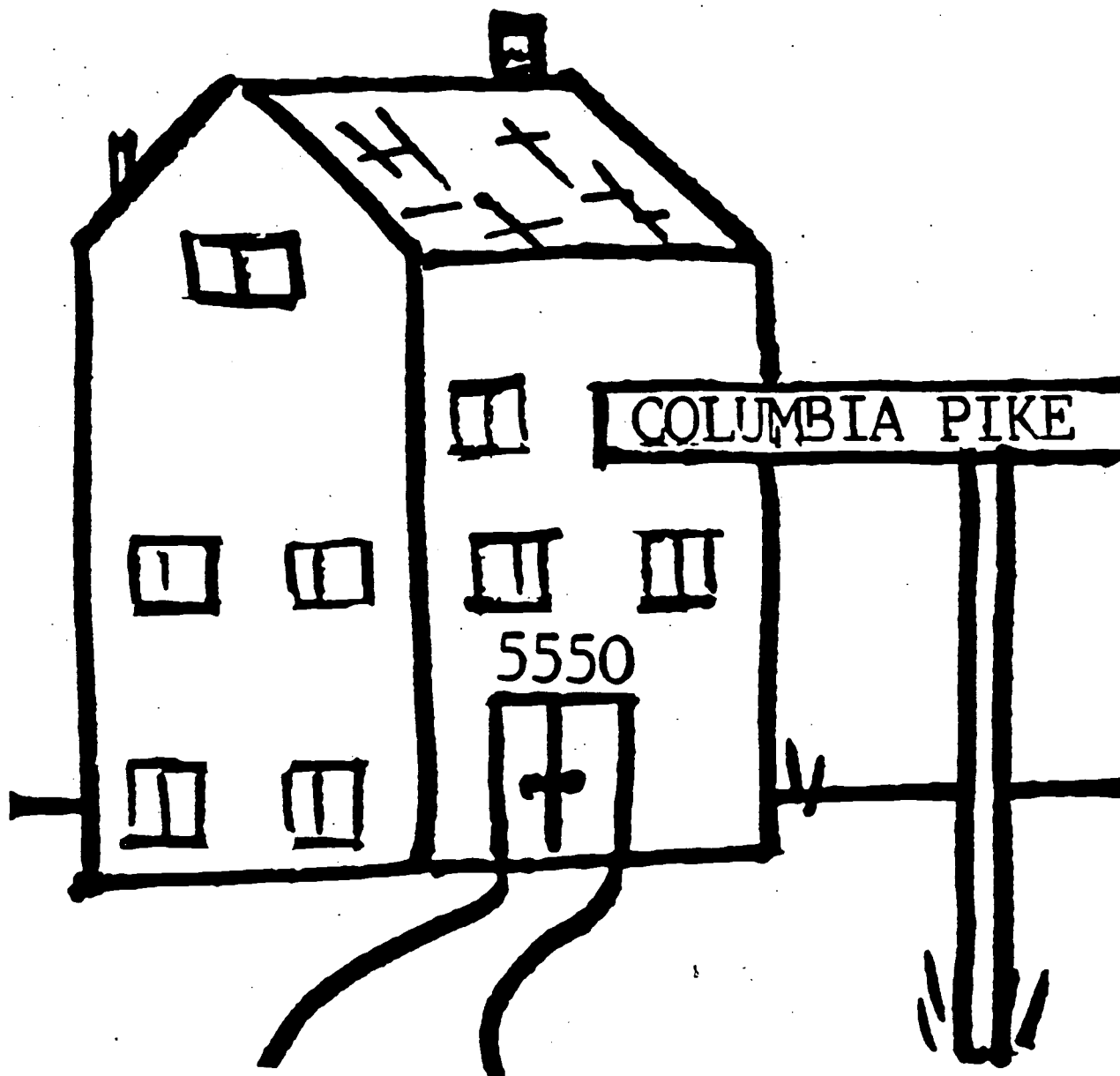
SON

GRANDFATHER

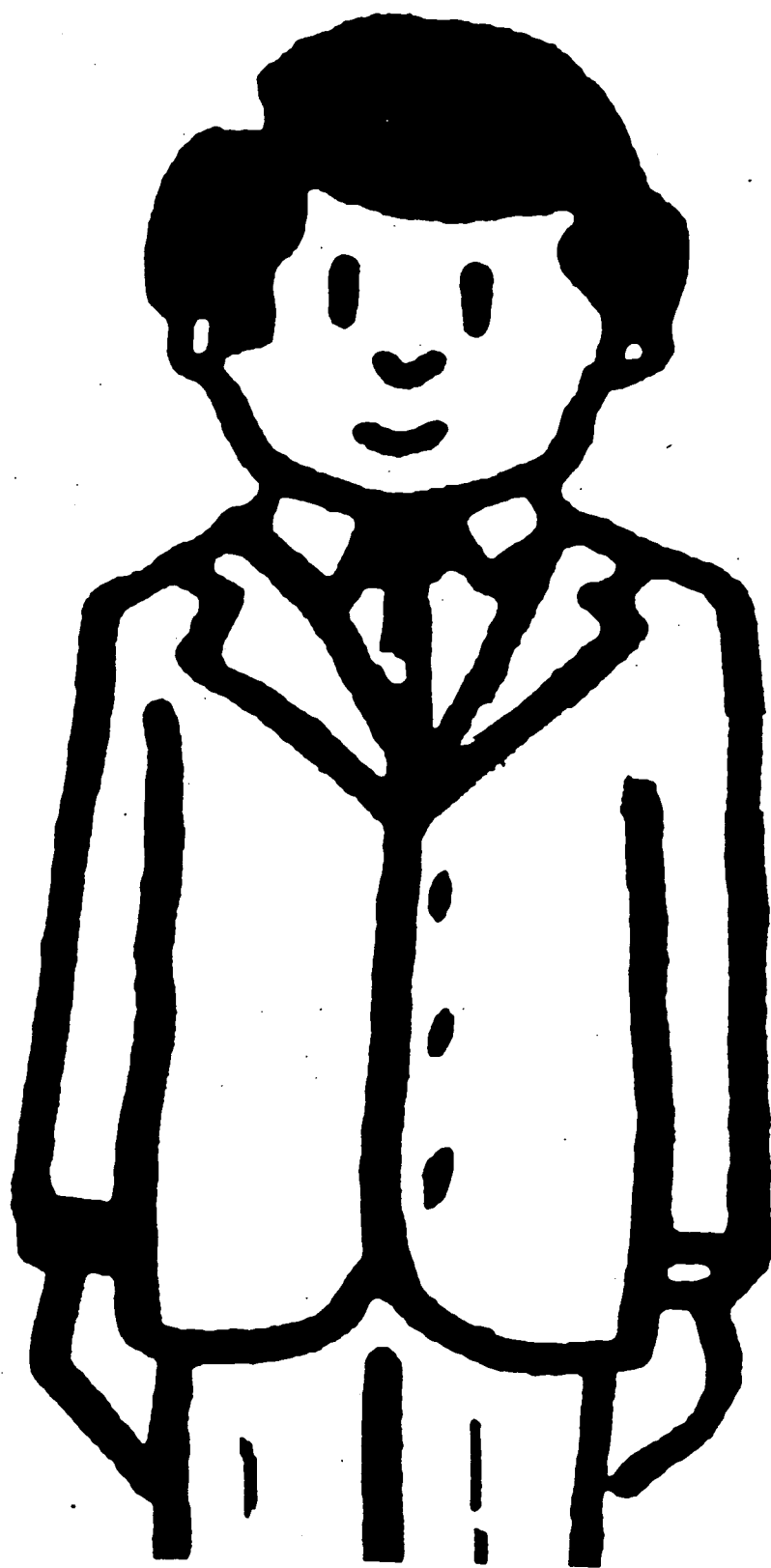
GRANDD AUGHTER

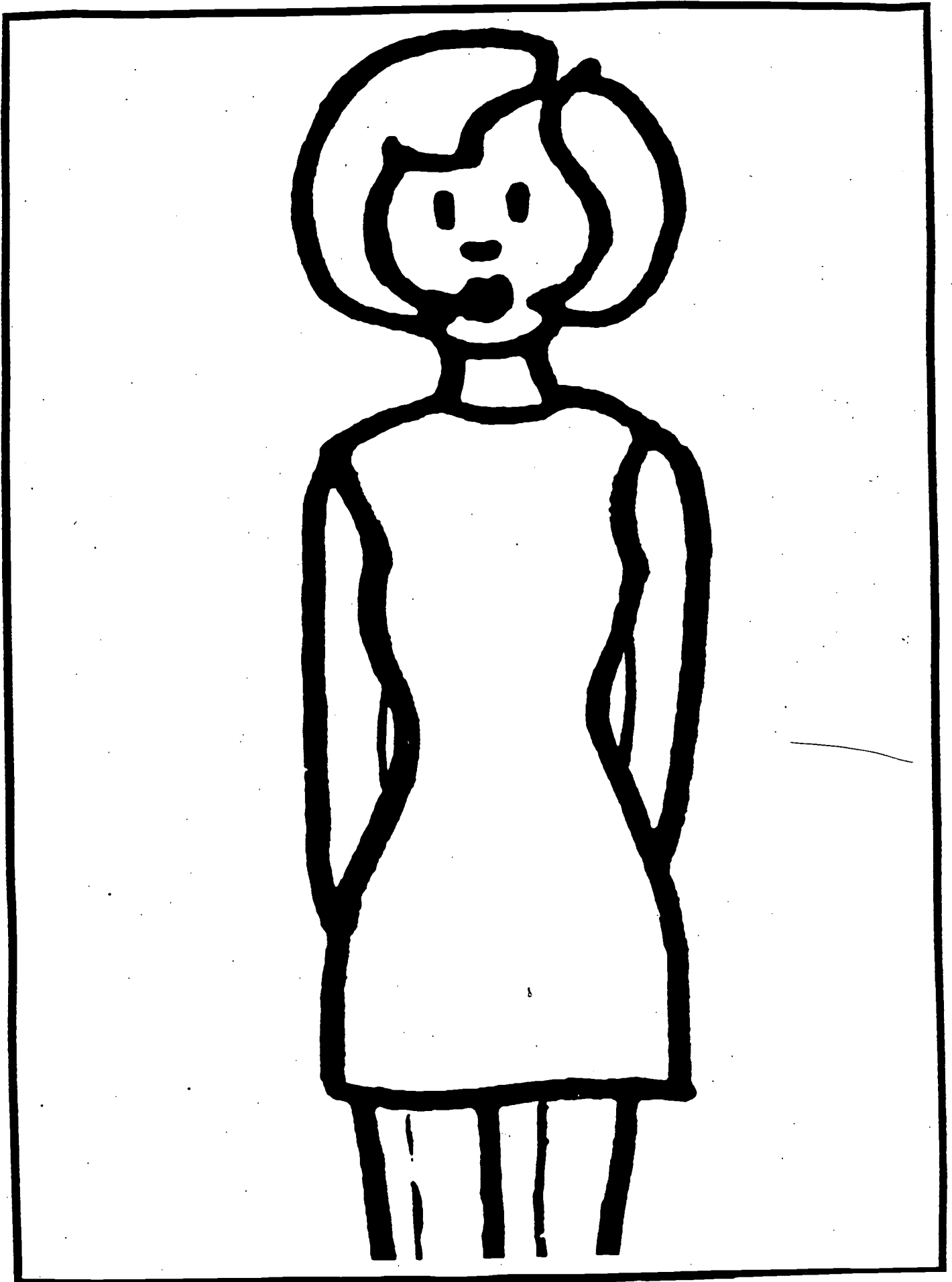
BROTHER

NUMBER



ZIP CODE



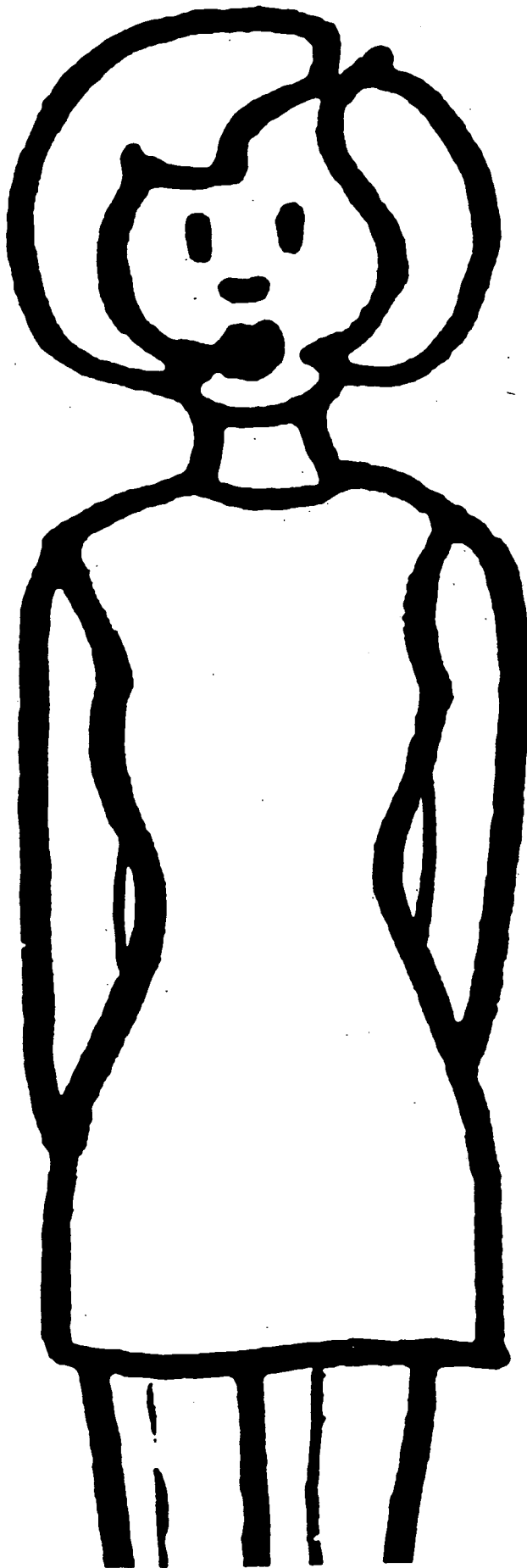


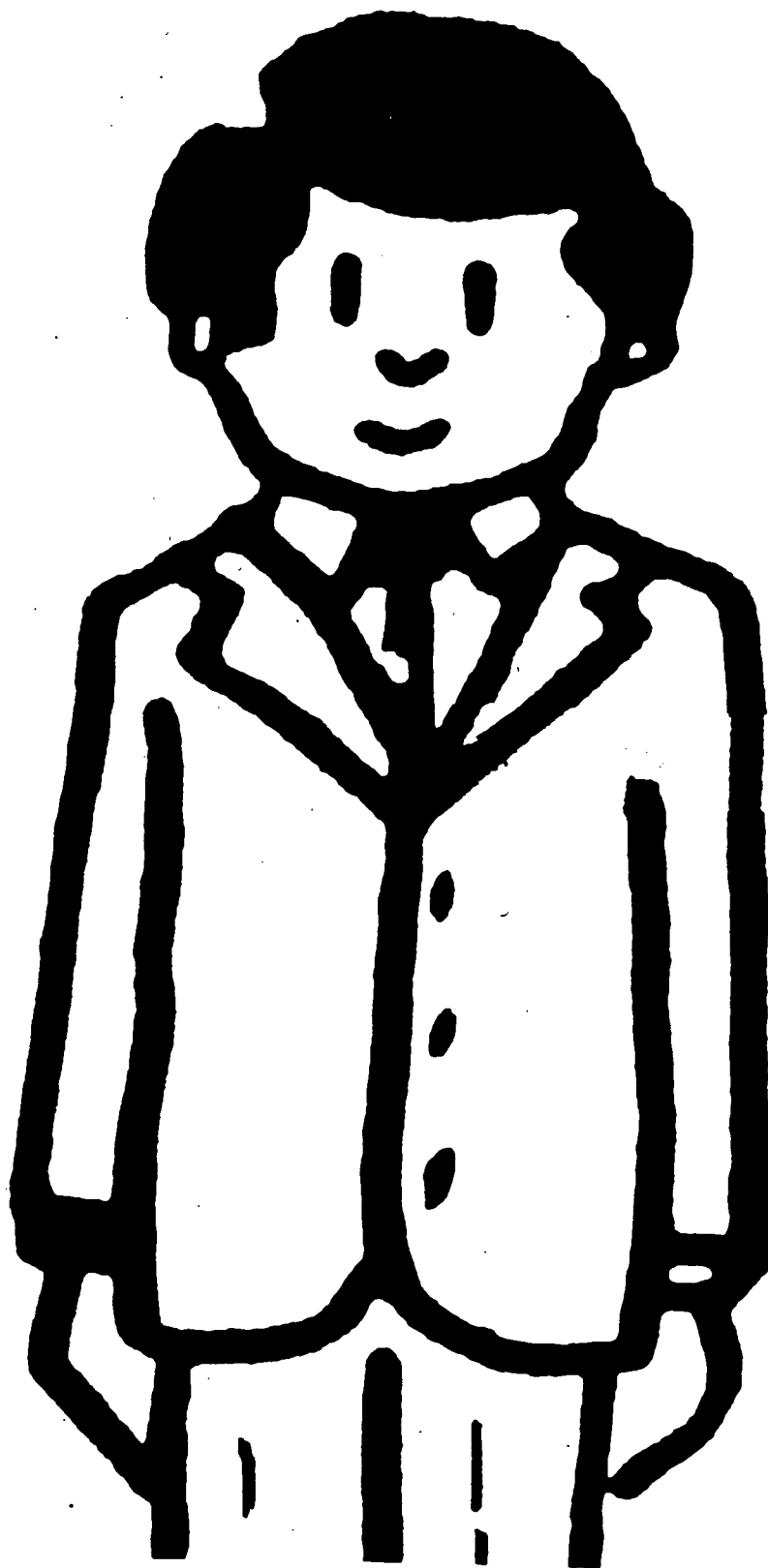
STREET

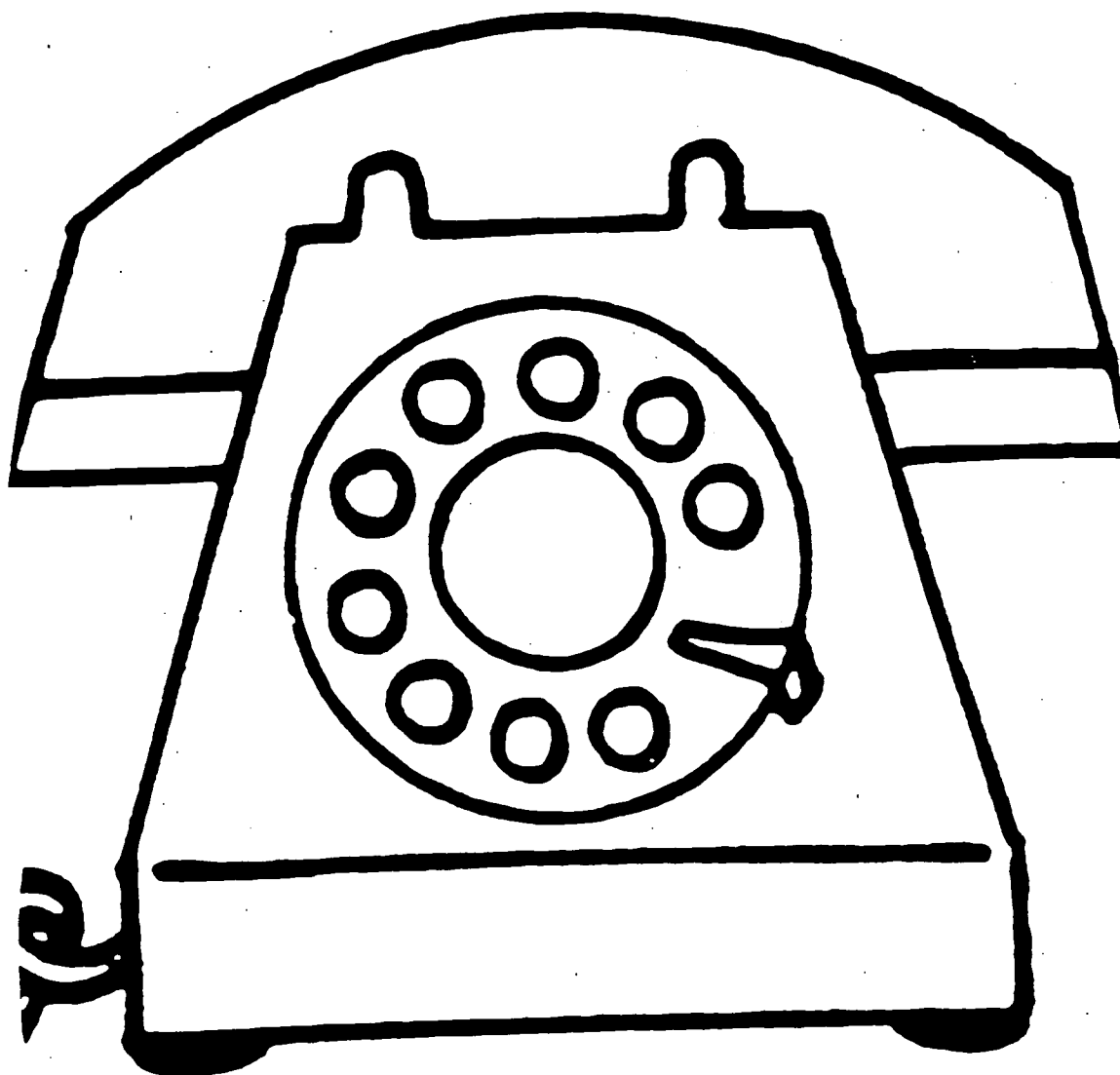
APT. #

CITY

STATIE







NAME

SINGLE

MARRIED

MAILE

FEMALE

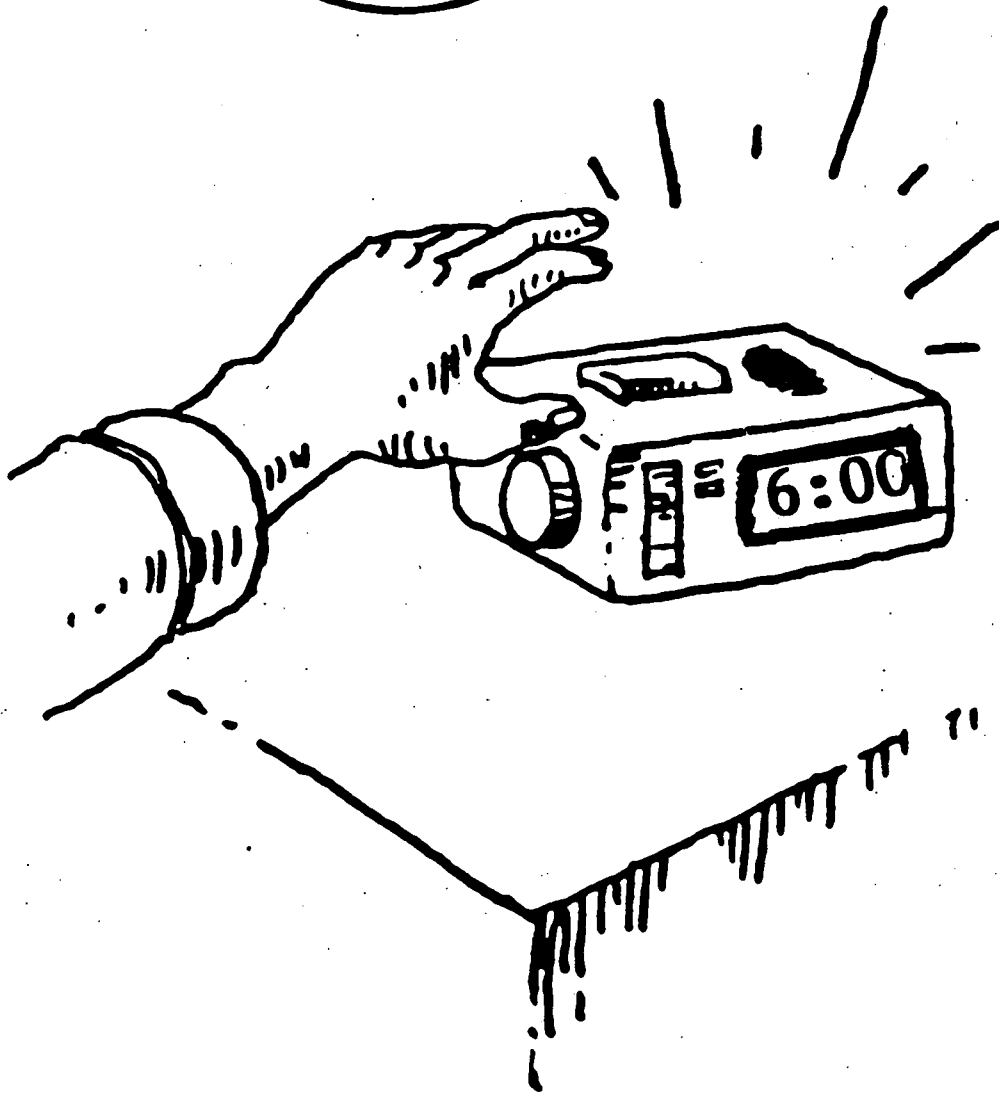
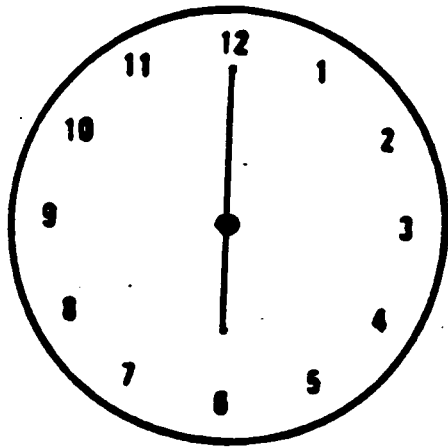
ADDRESSES

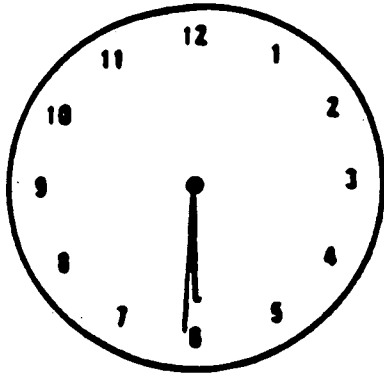
TELEPHONE NUMBER

NATIVE COUNTRY

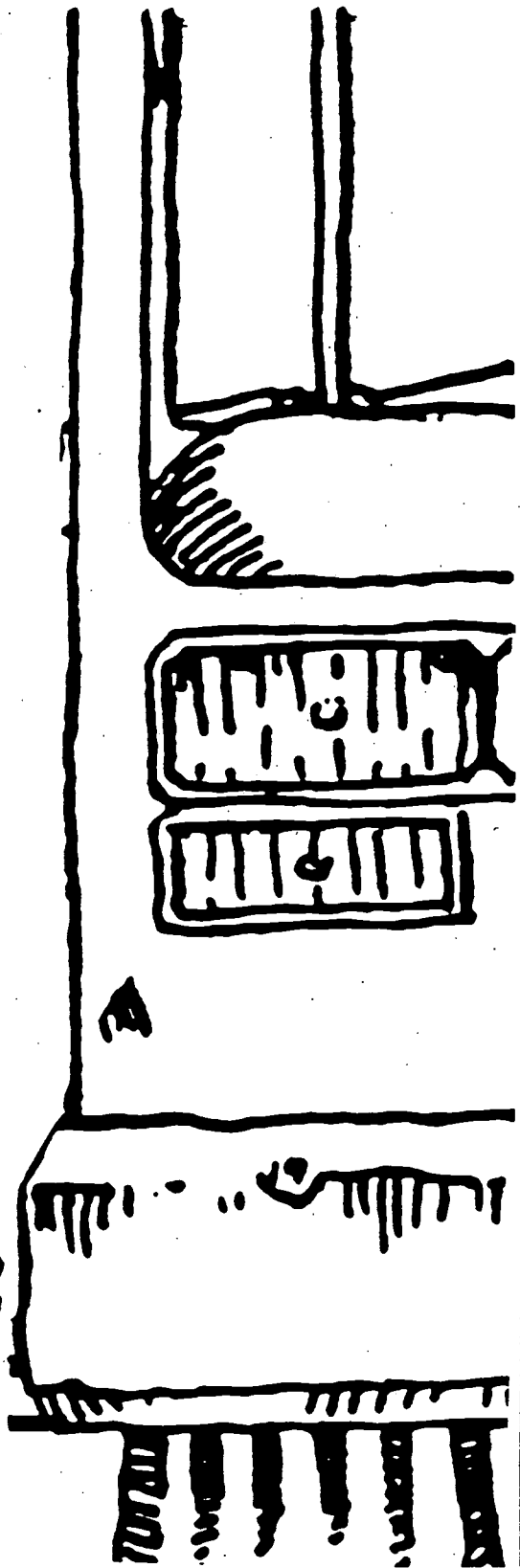
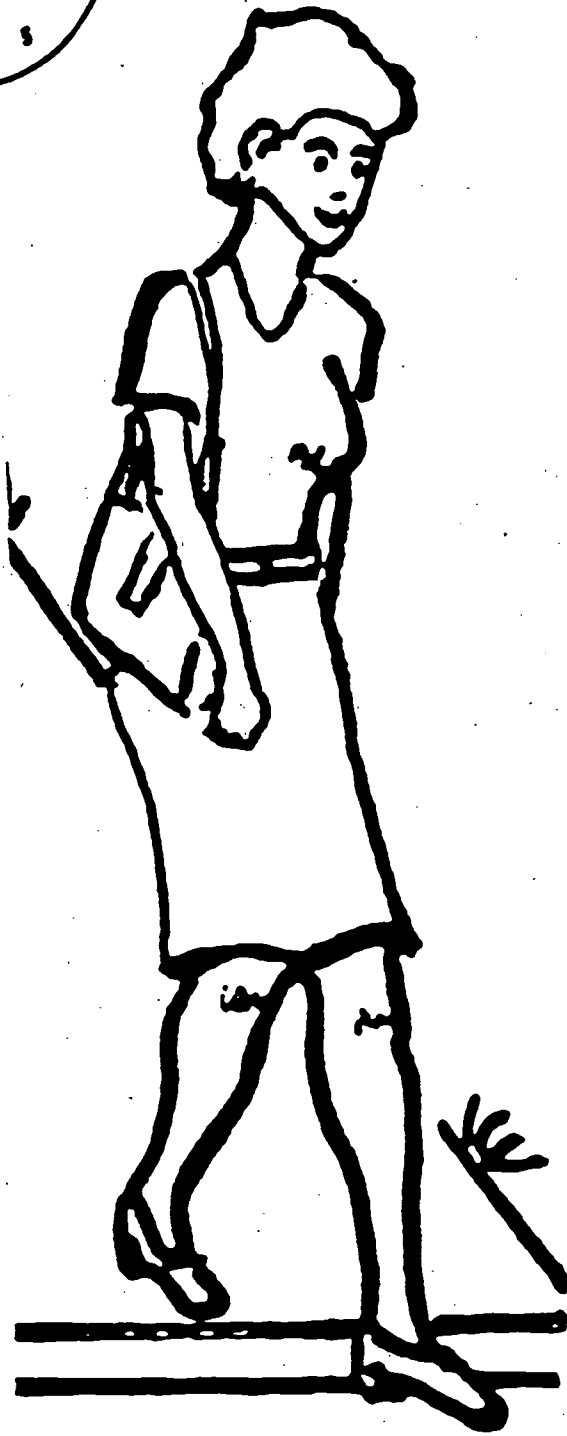
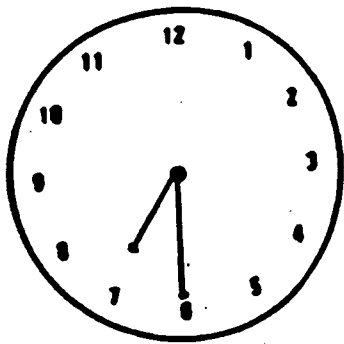
2

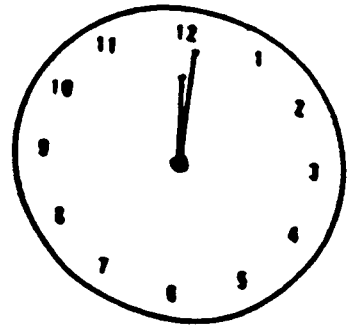


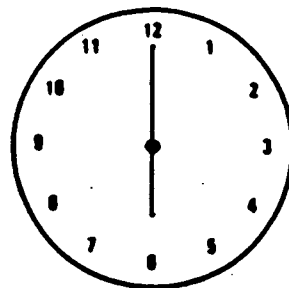


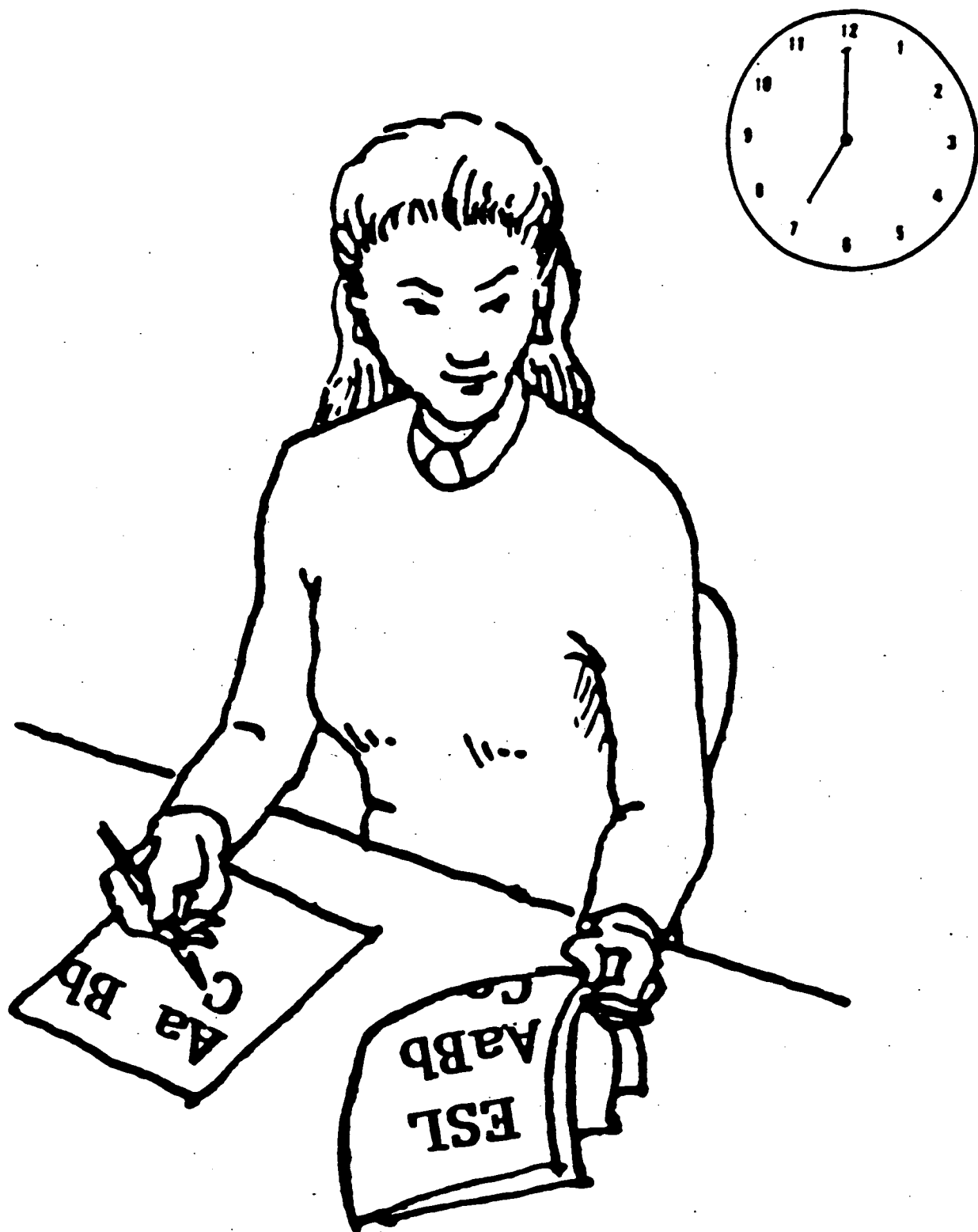


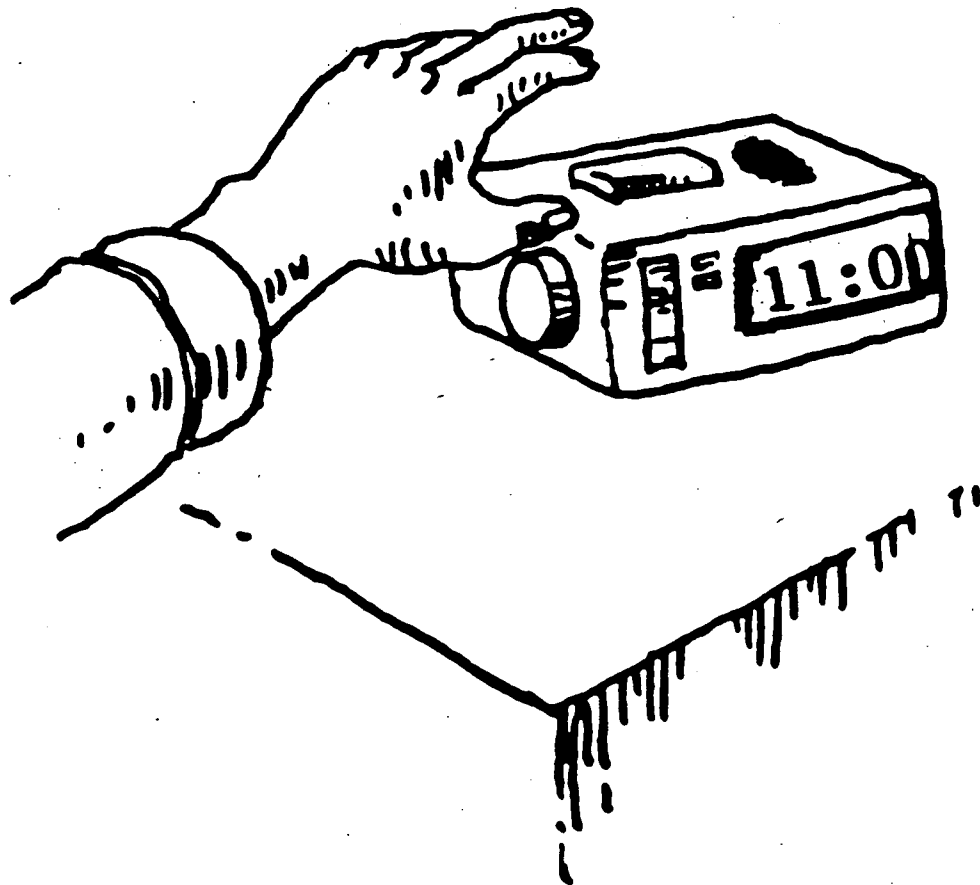
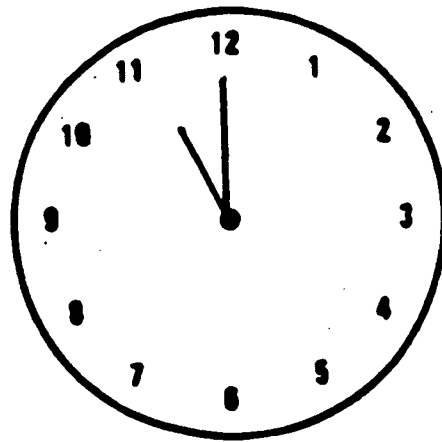














SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUN.

MON.

TUE.

WED.

THU.

FRI.

SAT.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January

S M T W T F S
 2 3 4 5 6 7 8
 9 10 11 12 13 14 15
 16 17 18 19 20 21 22
 23 24 25 26 27 28 29
 30 31

February

S M T W T F S
 6 7 8 9 10 11 12
 13 14 15 16 17 18 19
 20 21 22 23 24 25 26
 27 28

March

S M T W T F S
 6 7 8 9 10 11 12
 13 14 15 16 17 18 19
 20 21 22 23 24 25 26
 27 28 29 30 31

April

S M T W T F S
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23
 24 25 26 27 28 29 30

May

S M T W T F S
 1 2 3 4 5 6 7
 8 9 10 11 12 13 14
 15 16 17 18 19 20 21
 22 23 24 25 26 27 28
 29 30 31

June

S M T W T F S
 5 6 7 8 9 10 11
 12 13 14 15 16 17 18
 19 20 21 22 23 24 25
 26 27 28 29 30

July

S M T W T F S
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23
 24 25 26 27 28 29 30
 31

August

S M T W T F S
 1 2 3 4 5 6
 7 8 9 10 11 12 13
 14 15 16 17 18 19 20
 21 22 23 24 25 26 27
 28 29 30 31

September

S M T W T F S
 4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30

October

S M T W T F S
 2 3 4 5 6 7 8
 9 10 11 12 13 14 15
 16 17 18 19 20 21 22
 23 24 25 26 27 28 29
 30 31

November

S M T W T F S
 6 7 8 9 10 11 12
 13 14 15 16 17 18 19
 20 21 22 23 24 25 26
 27 28 29 30

December

S M T W T F S
 4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30 31

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JAN.

FEB.

MAR.

APR.

AUG.

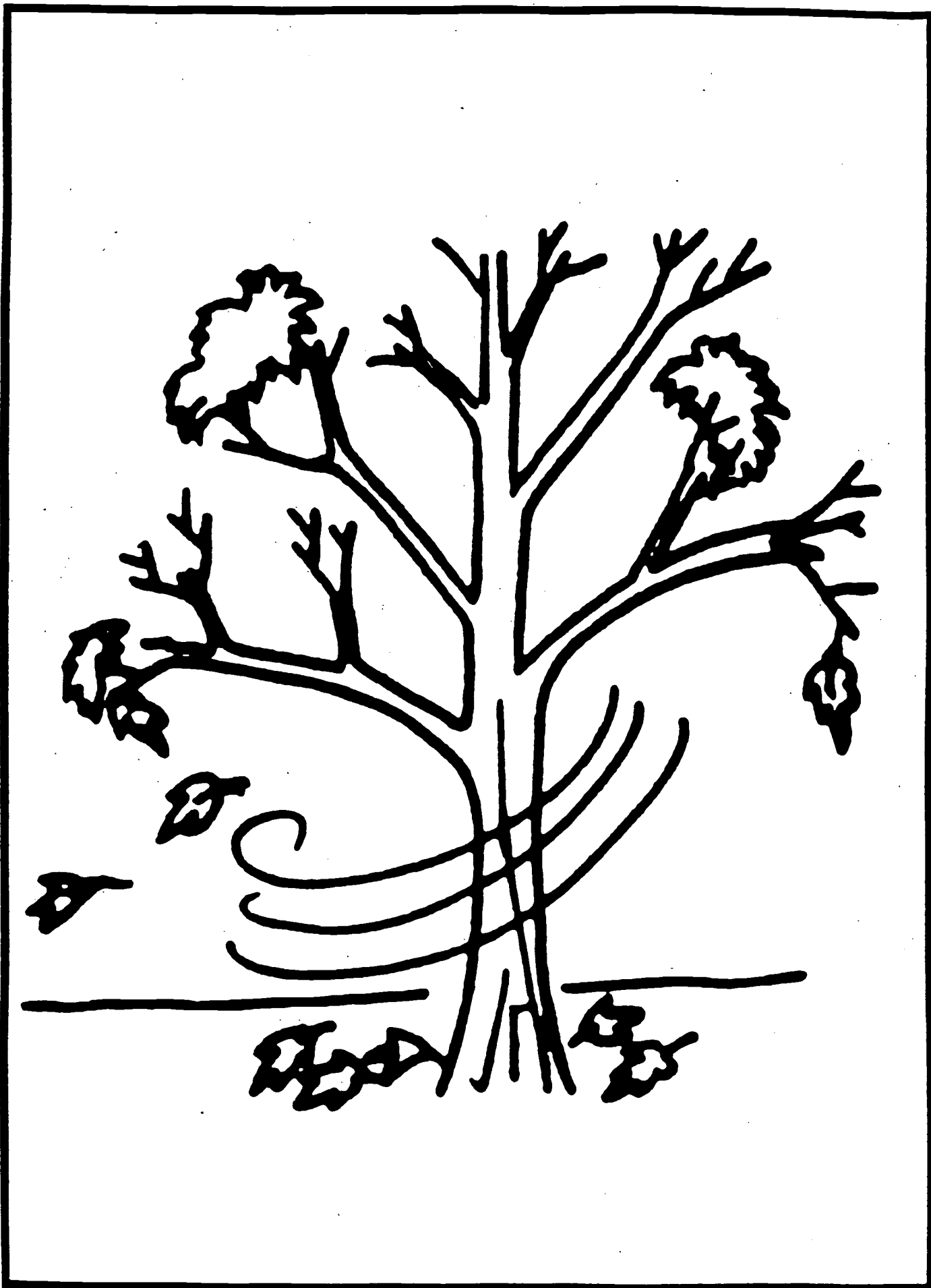
SEPT.

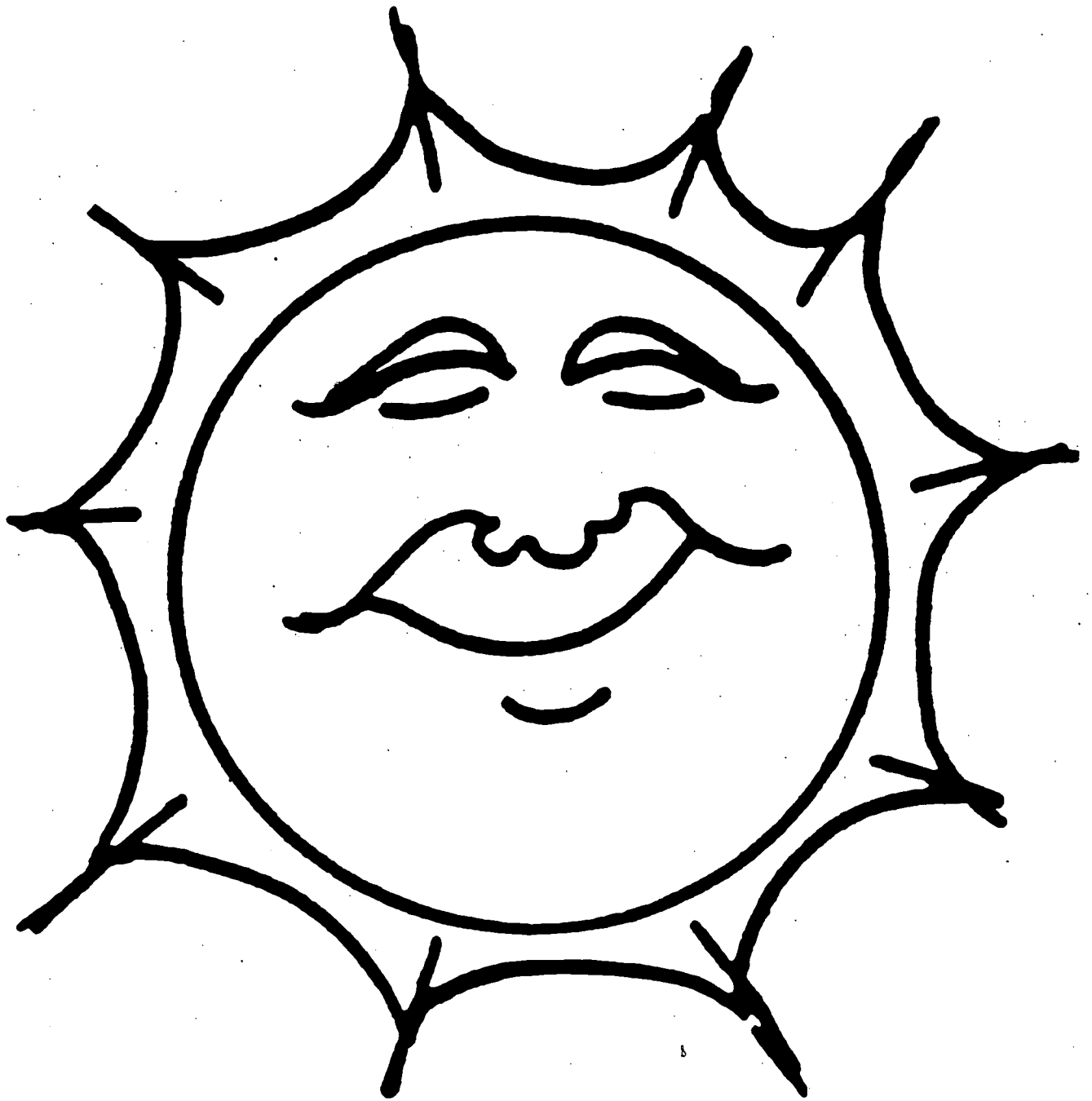
OCT.

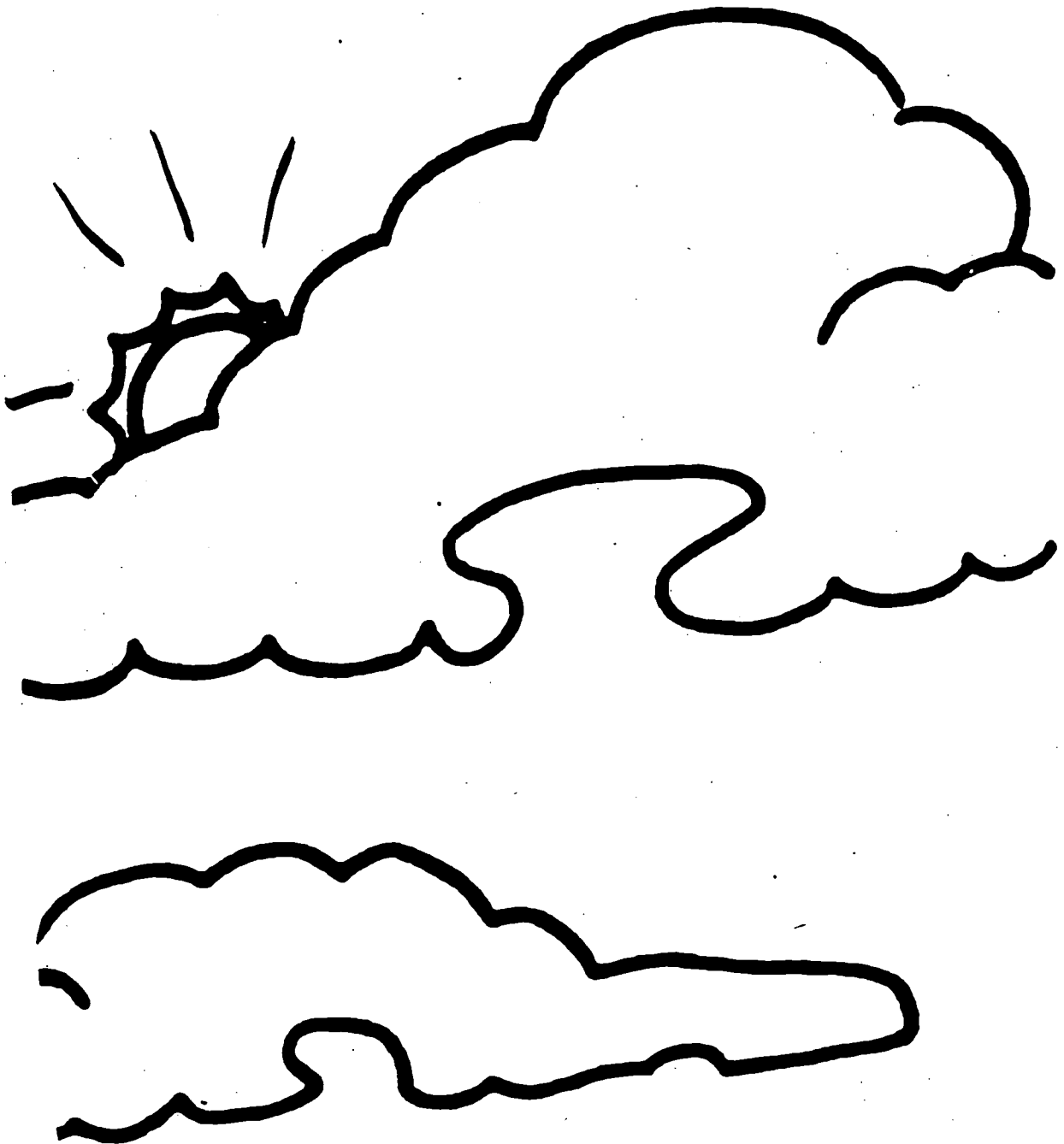
NOV.

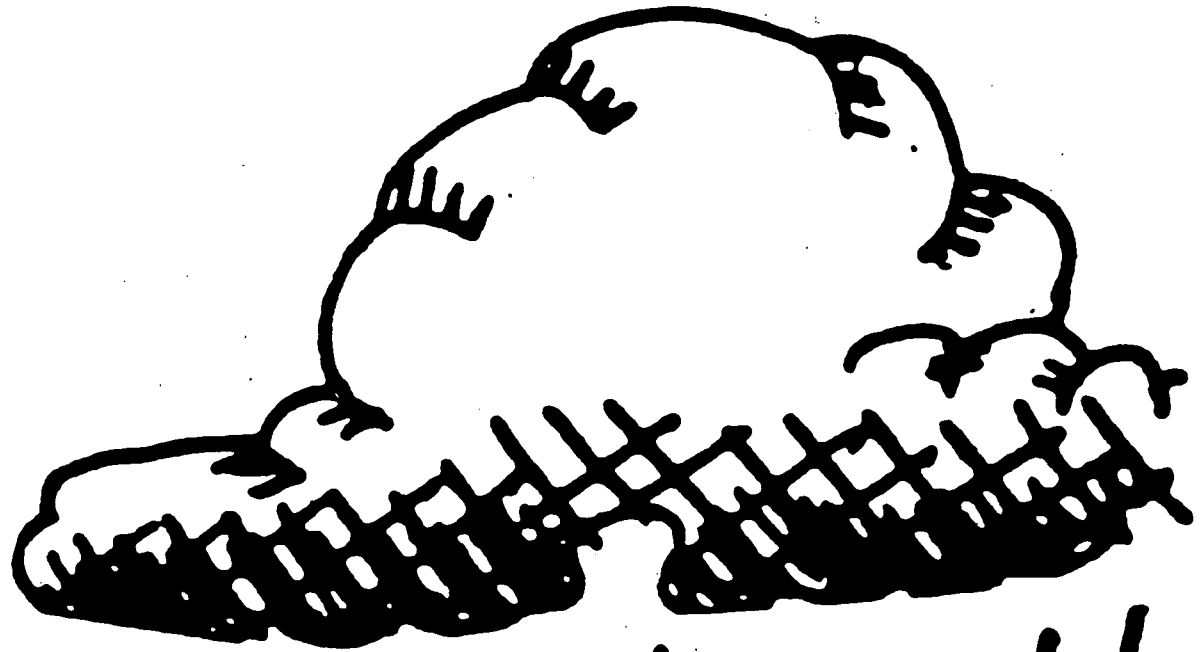
DEC.

3

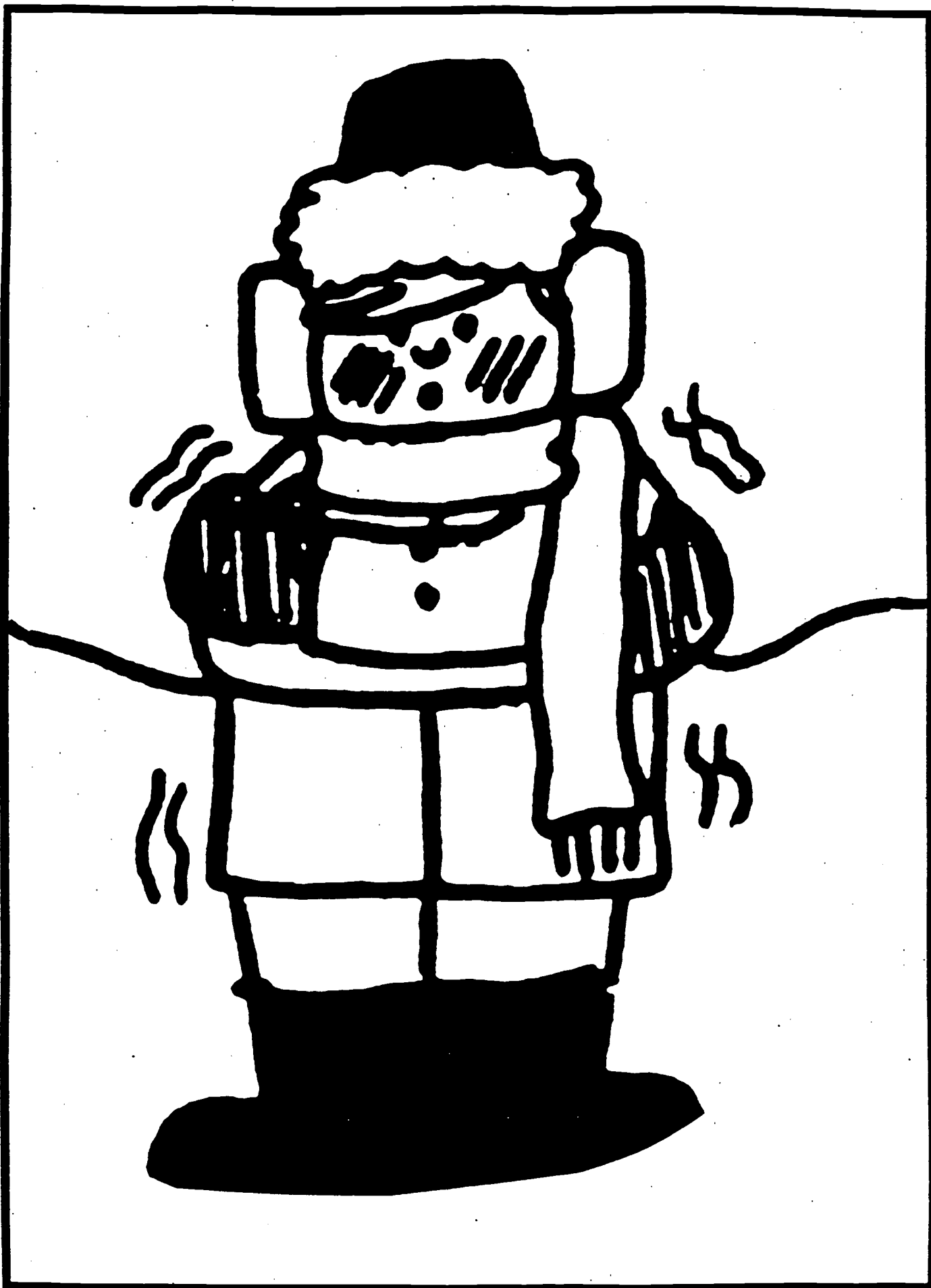


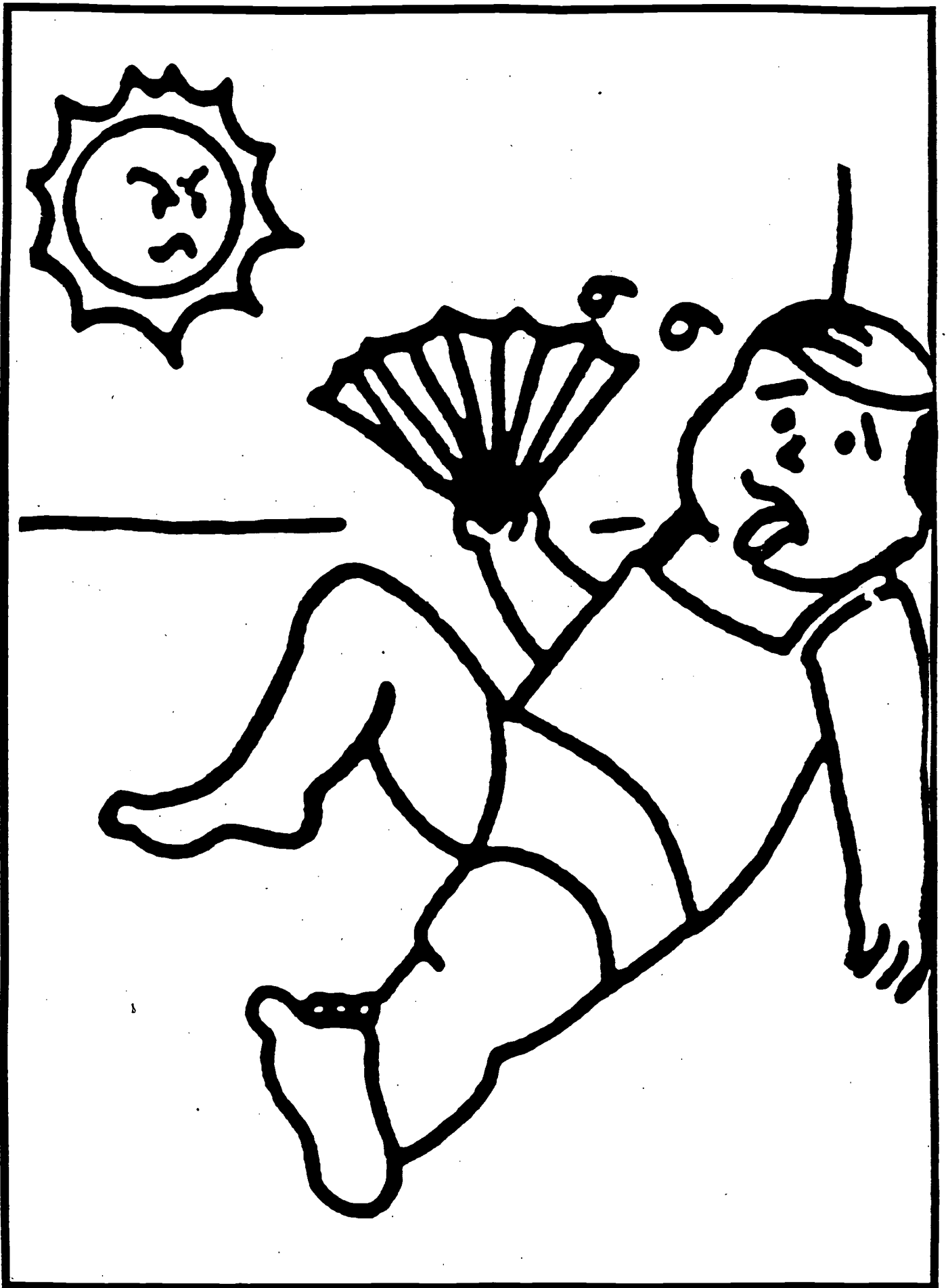












January

S H T W T F S
 2 3 4 5 6 7 8
 9 10 11 12 13 14 15
 16 17 18 19 20 21 22
 23 24 25 26 27 28 29
 30 31

February

S H T W T F S
 6 7 8 9 10 11 12
 13 14 15 16 17 18 19
 20 21 22 23 24 25 26
 27 28

March

S H T W T F S
 6 7 8 9 10 11 12
 13 14 15 16 17 18 19
 20 21 22 23 24 25 26
 27 28 29 30 31

April

S H T W T F S
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23
 24 25 26 27 28 29 30

May

S H T W T F S
 1 2 3 4 5 6 7
 8 9 10 11 12 13 14
 15 16 17 18 19 20 21
 22 23 24 25 26 27 28
 29 30 31

June

S H T W T F S
 5 6 7 8 9 10 11
 12 13 14 15 16 17 18
 19 20 21 22 23 24 25
 26 27 28 29 30

July

S H T W T F S
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23
 24 25 26 27 28 29 30
 31

August

S H T W T F S
 1 2 3 4 5 6
 7 8 9 10 11 12 13
 14 15 16 17 18 19 20
 21 22 23 24 25 26 27
 28 29 30 31

September

S H T W T F S
 4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30

October

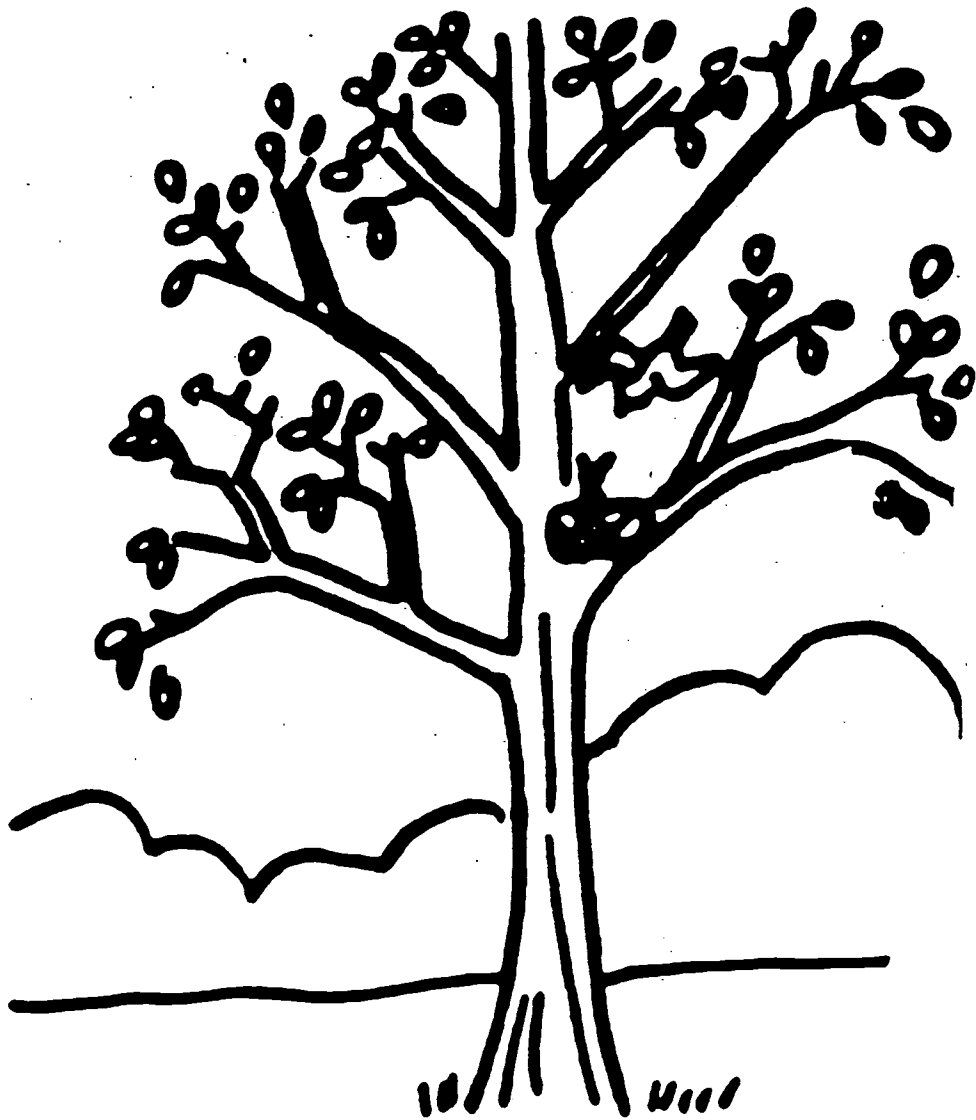
S H T W T F S
 2 3 4 5 6 7 8
 9 10 11 12 13 14 15
 16 17 18 19 20 21 22
 23 24 25 26 27 28 29
 30 31

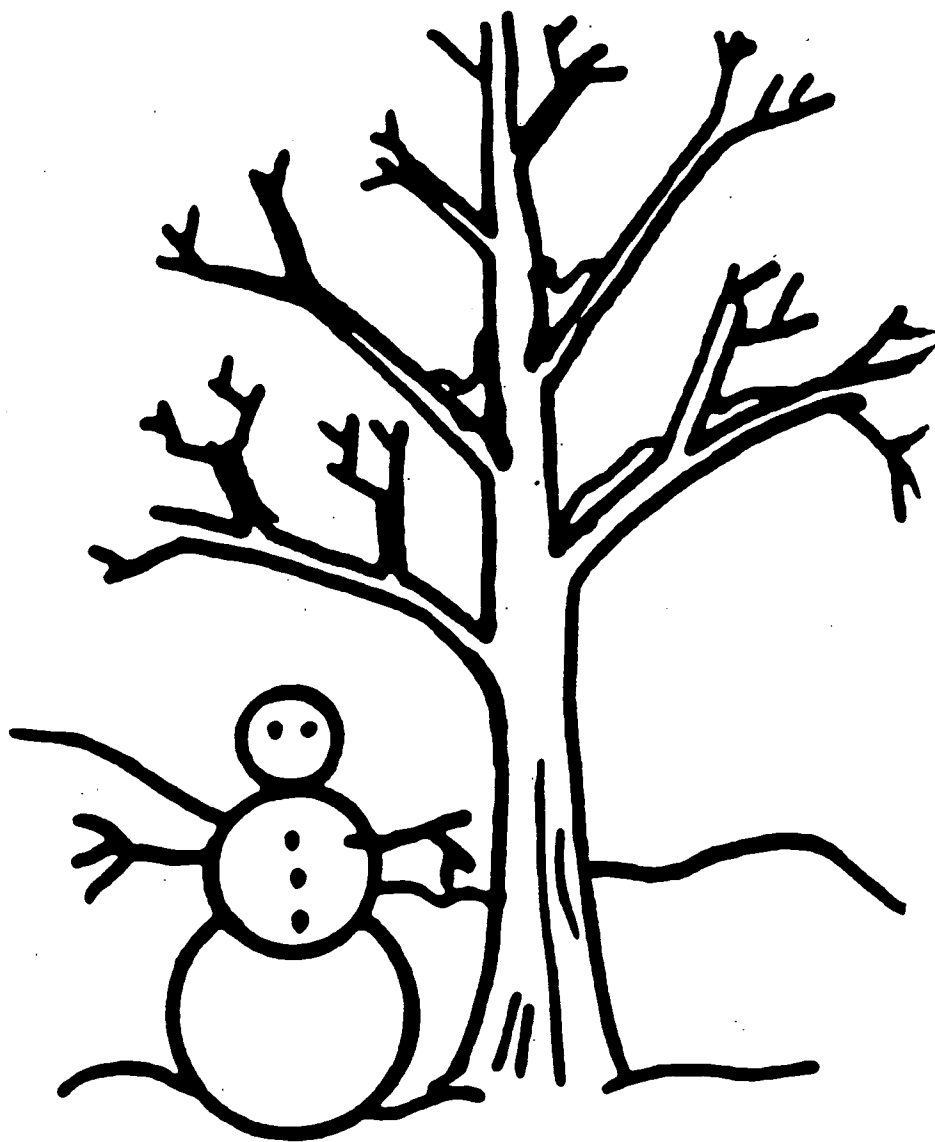
November

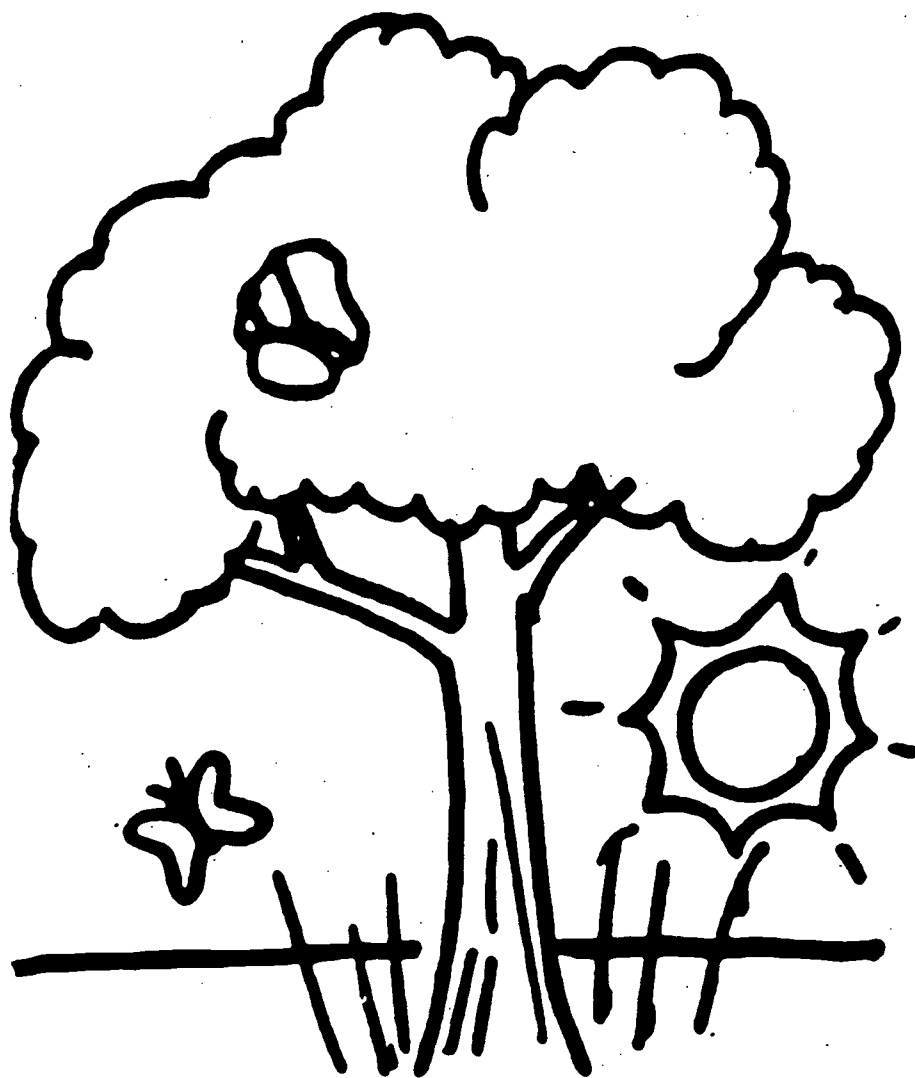
S H T W T F S
 6 7 8 9 10 11 12
 13 14 15 16 17 18 19
 20 21 22 23 24 25 26
 27 28 29 30

December

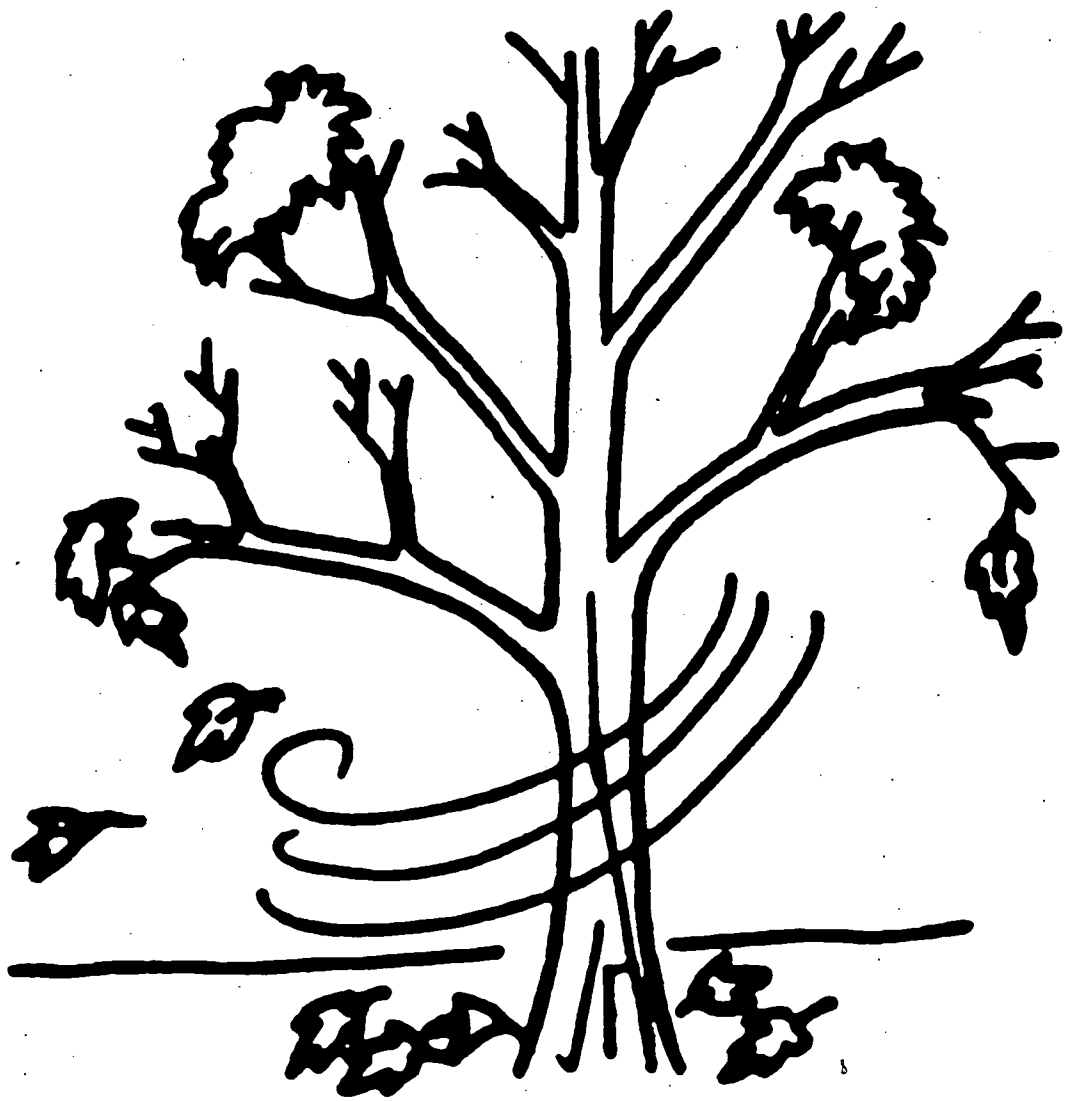
S H T W T F S
 4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30 31

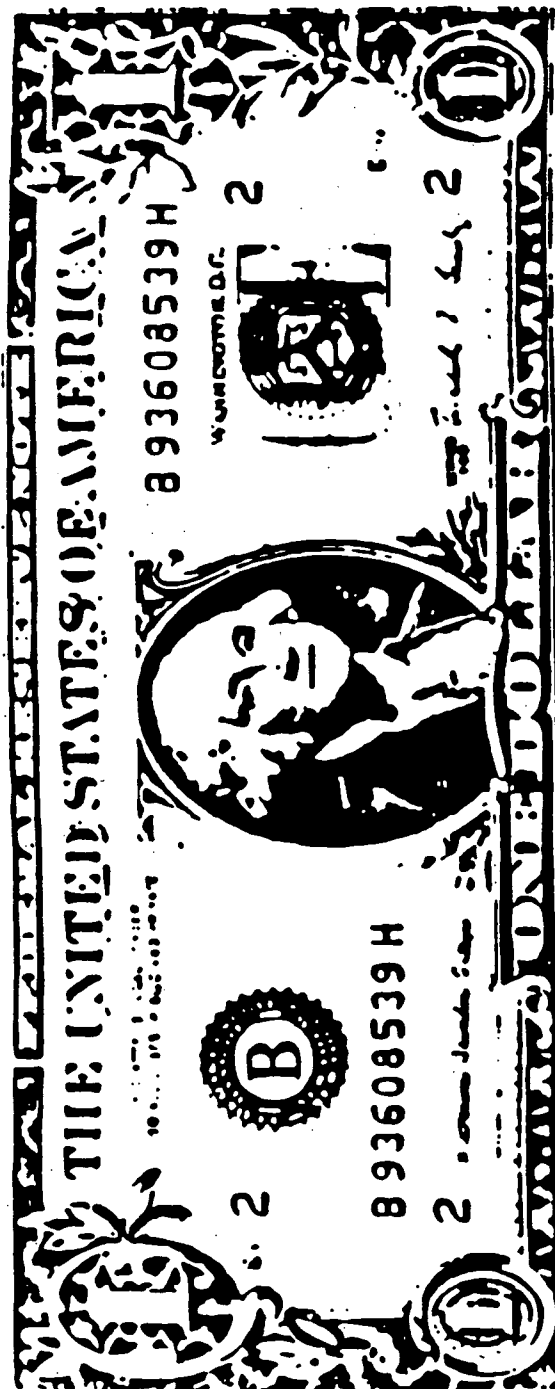


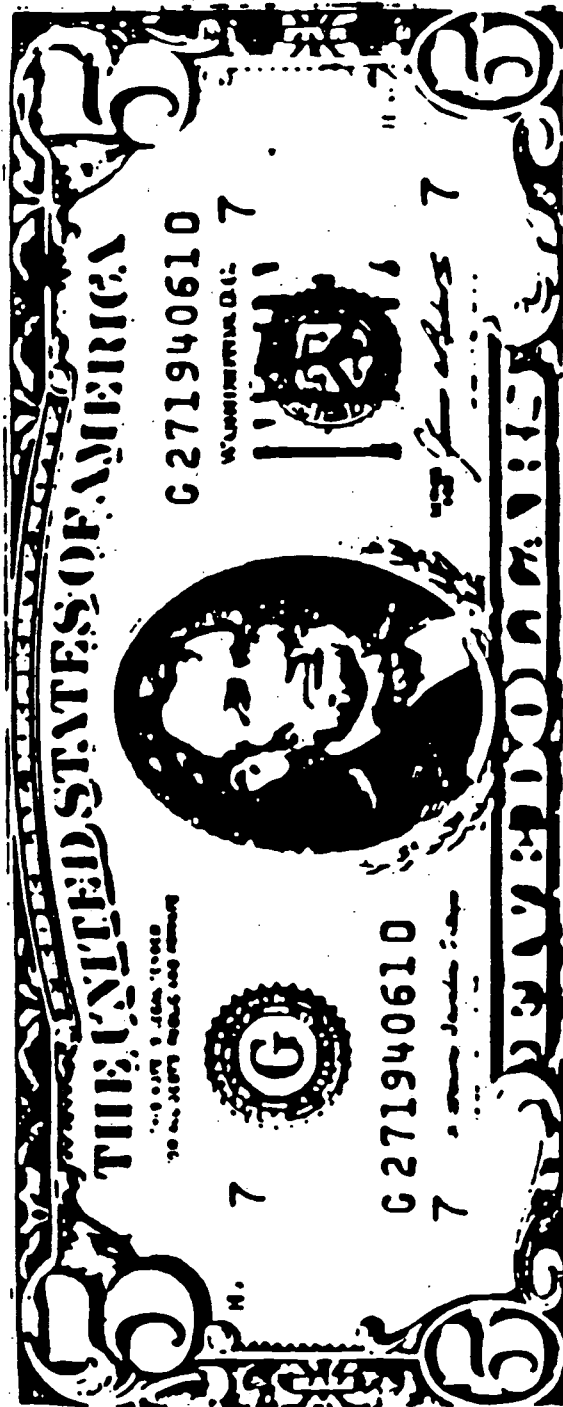


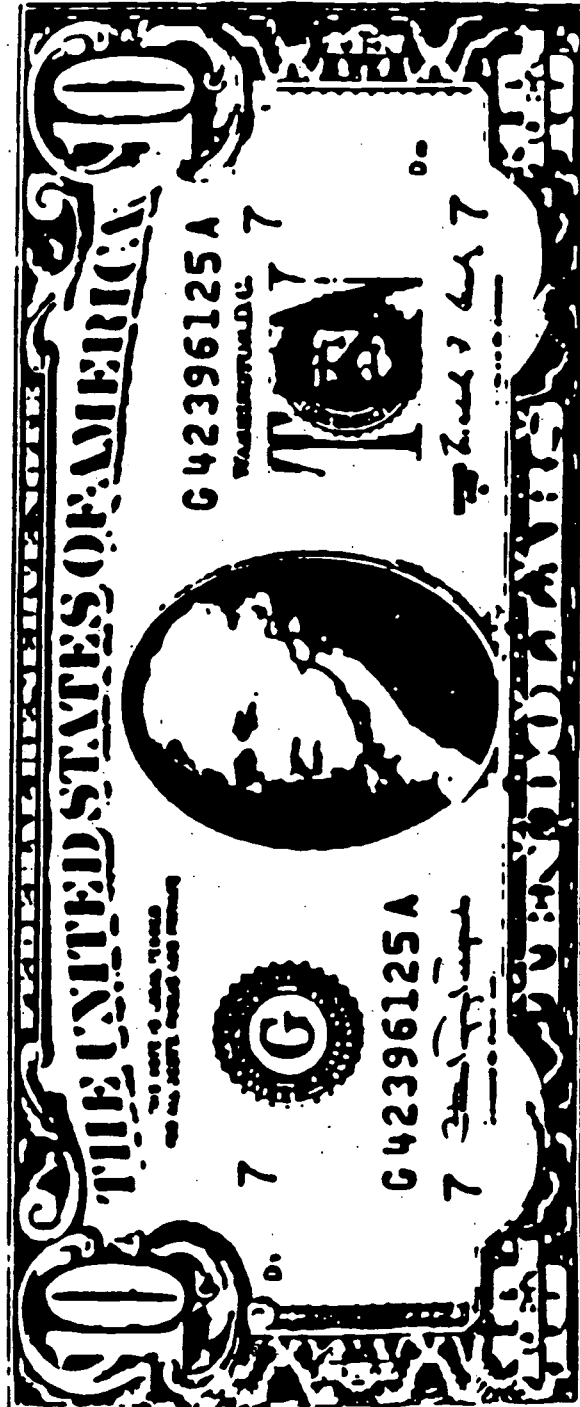


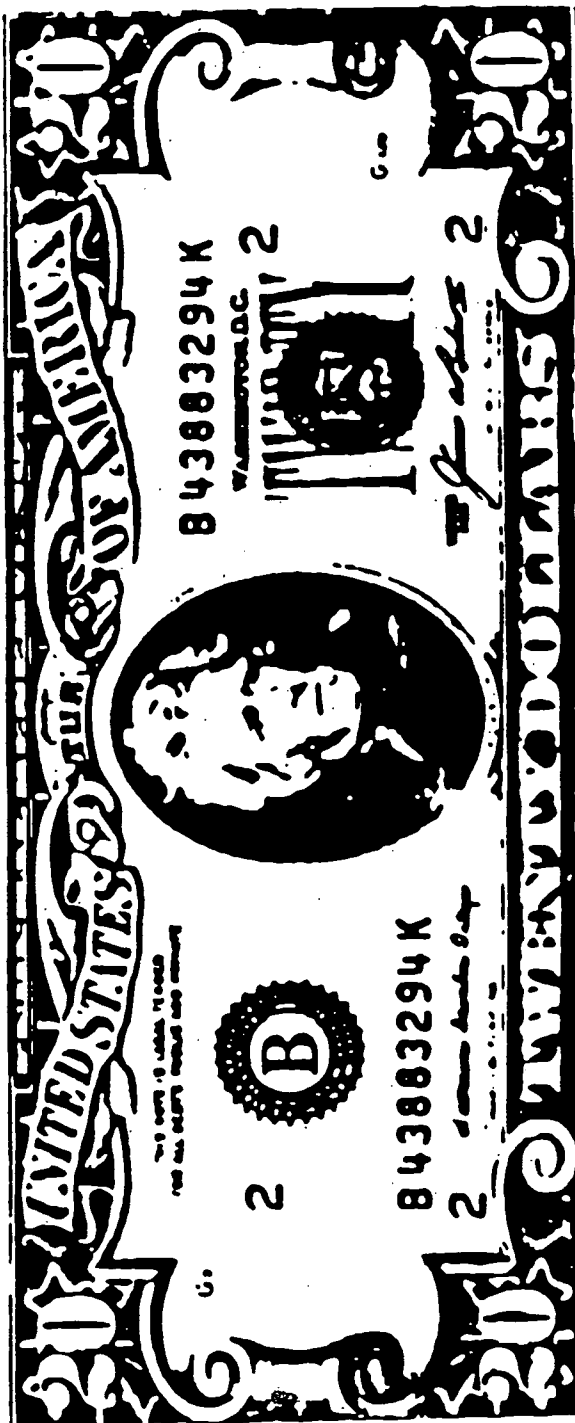
4

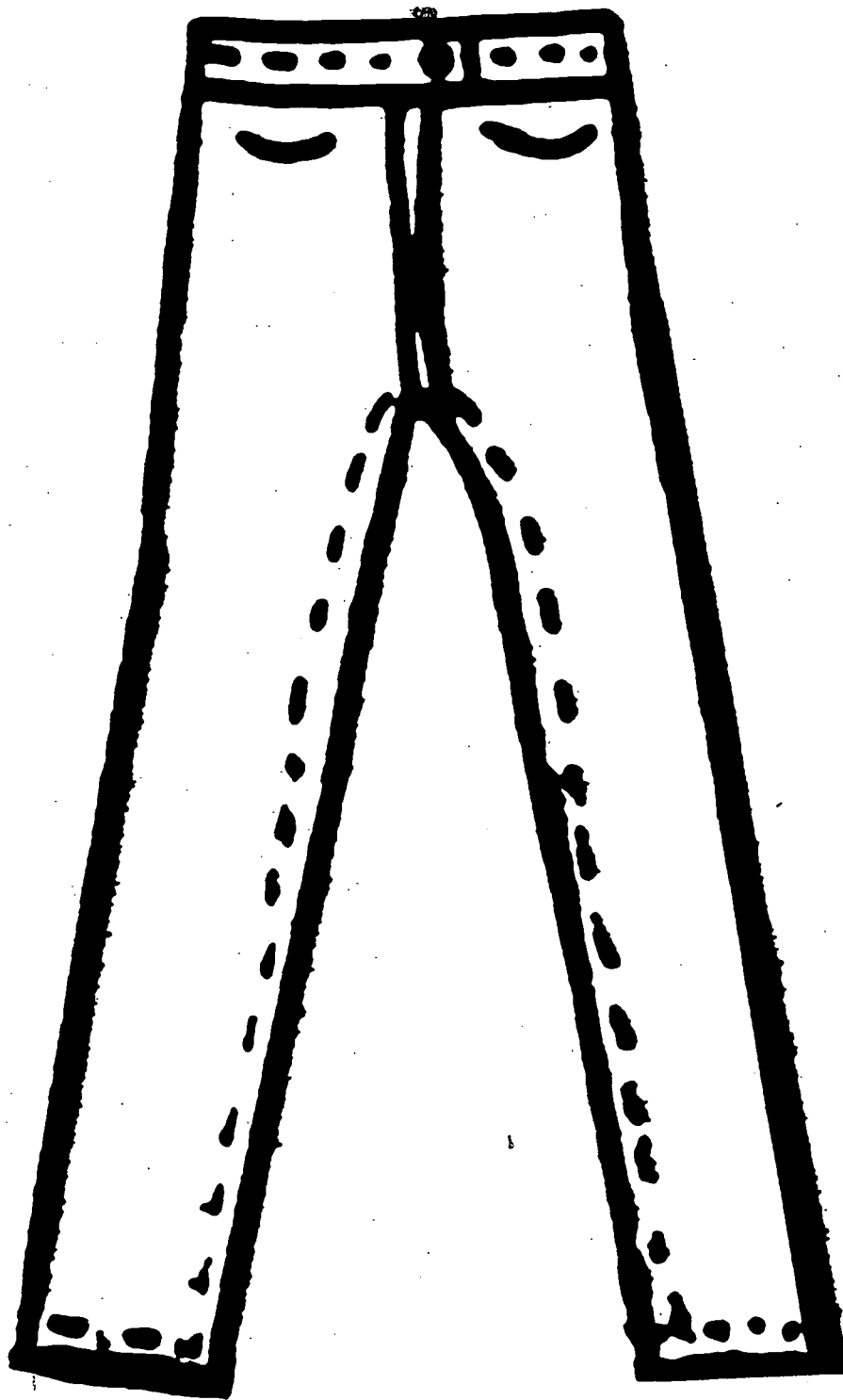


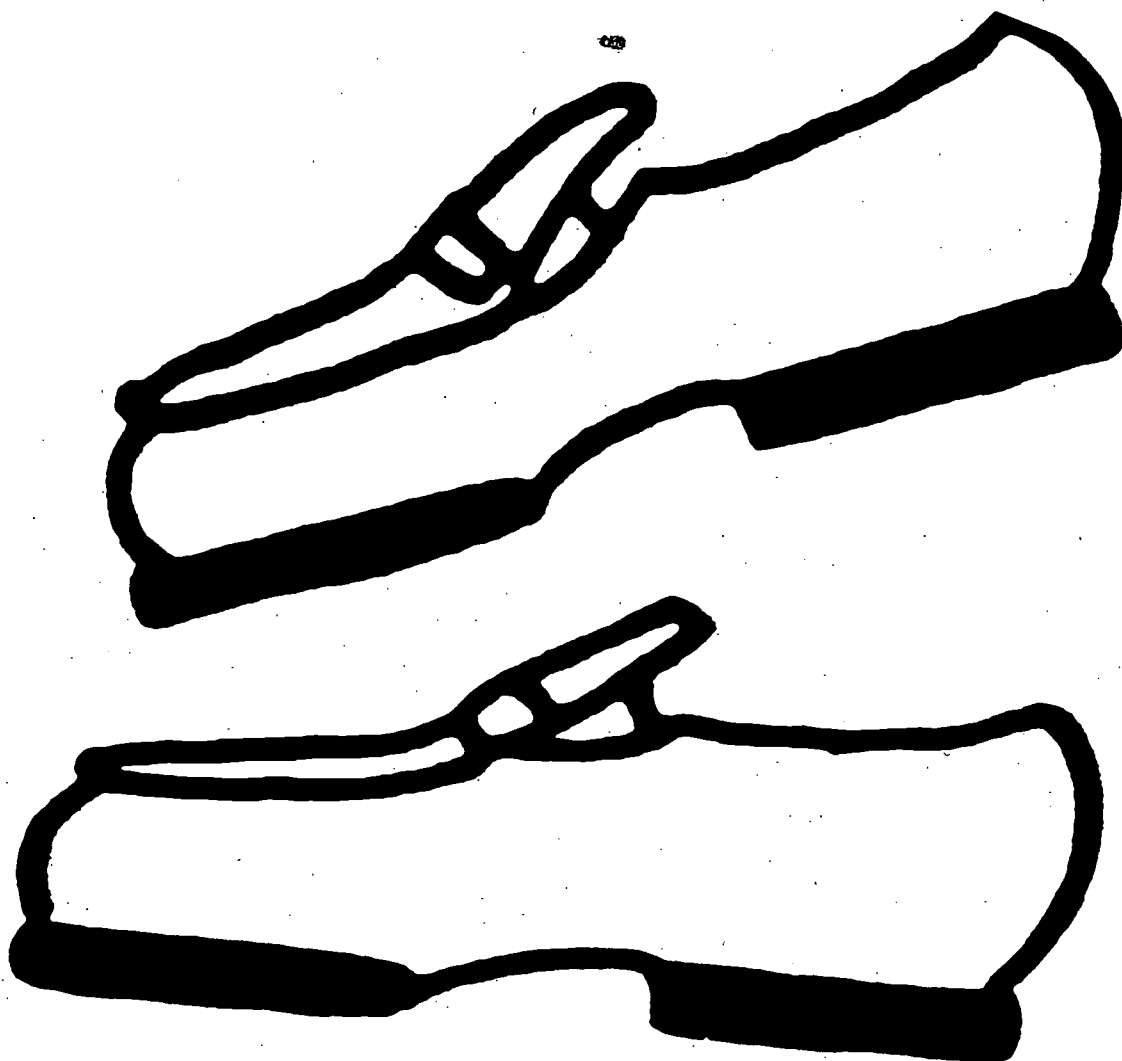


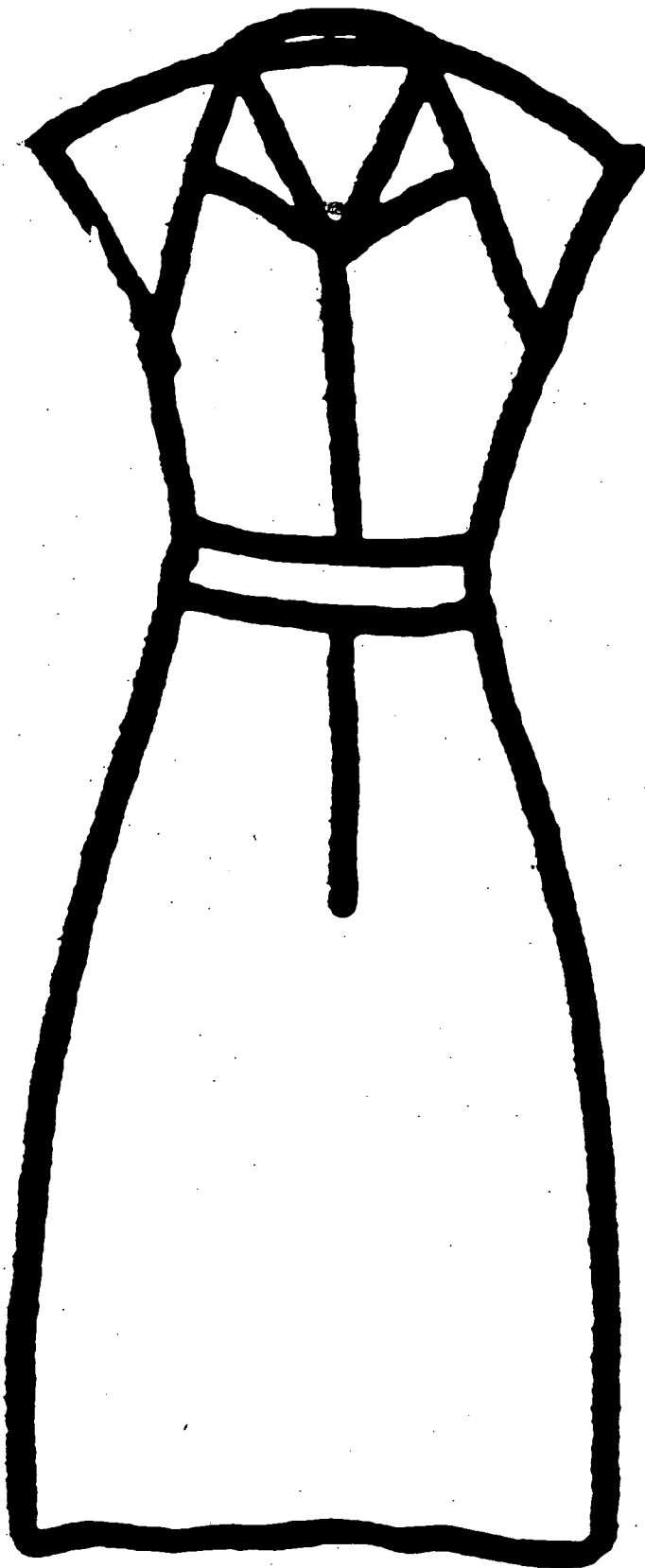


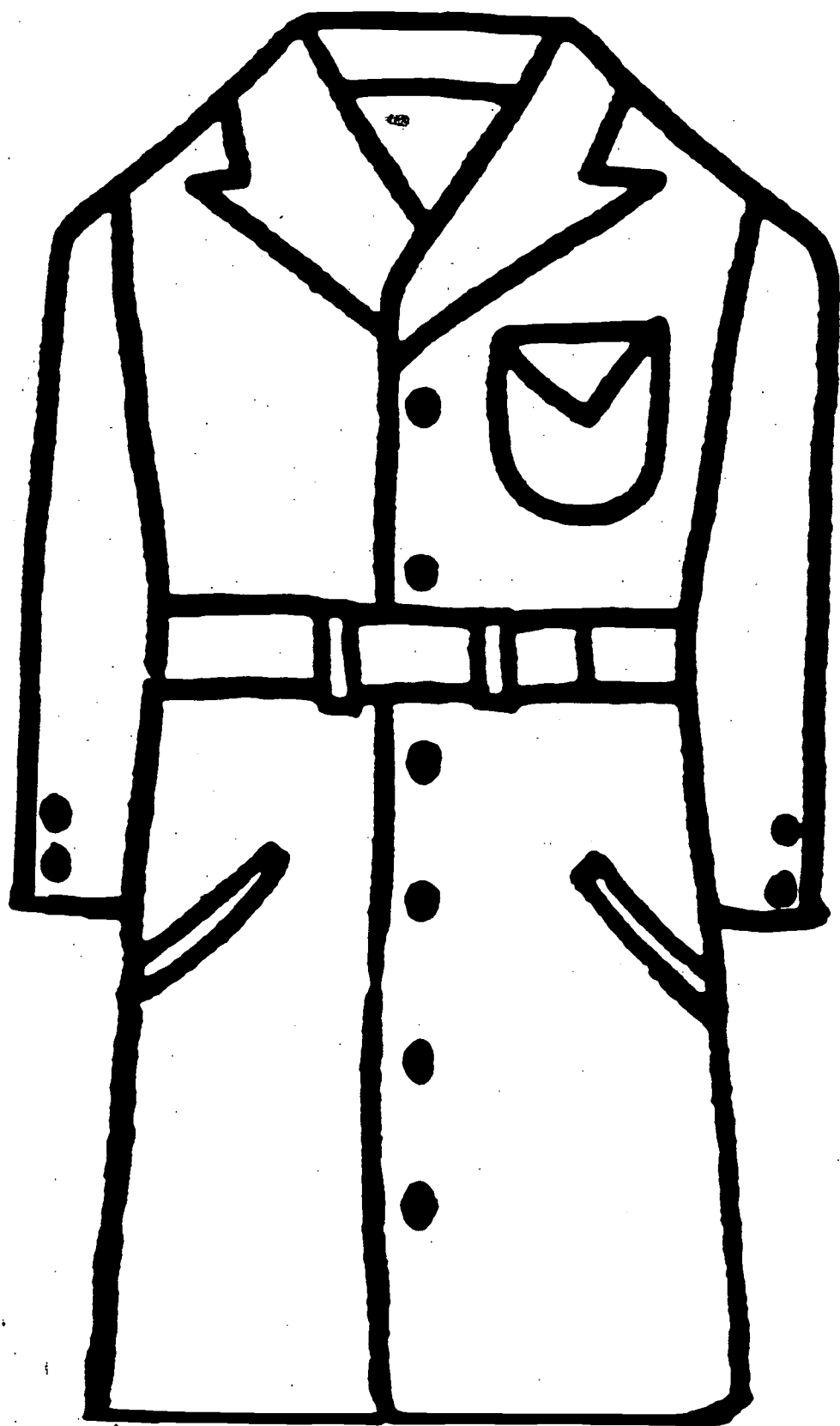




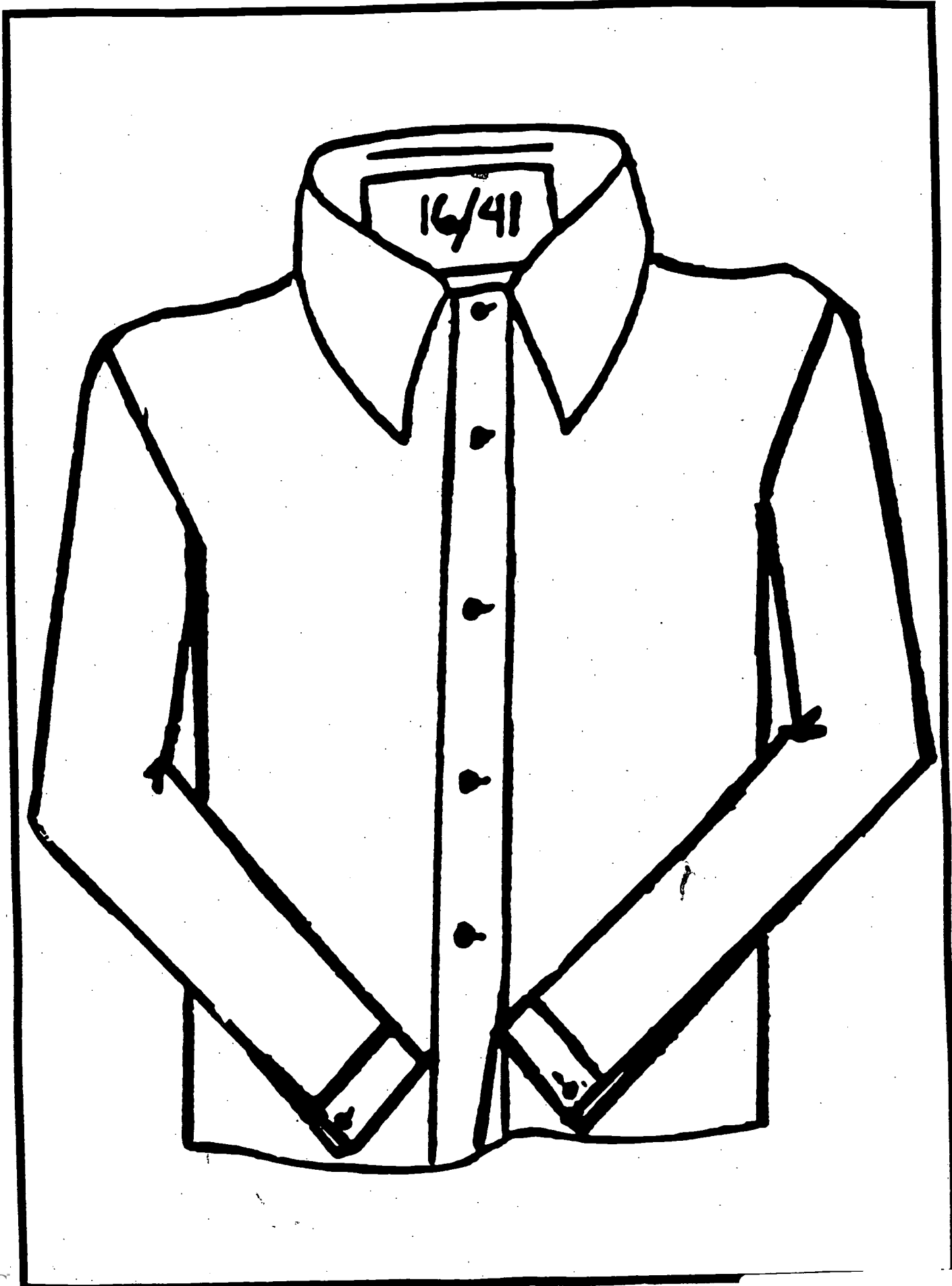














*U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)*



NOTICE

Reproduction Basis

- ☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
- ☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").